

## National Society Statutory Inspection of Anglican Schools Report

### All Saints' Church of England Voluntary Aided Primary School

Blackheath Vale,  
Blackheath,  
London  
SE3 0TX

**Diocese:**

**Southwark**

School's Unique reference number: 100719

Date of inspection: 30<sup>th</sup> /31<sup>st</sup> January 2007

Date of last inspection: 3 and 4 October 2001

Headteacher: Mrs Debbie Tompkins

Inspector's name with National Society inspector's number : Mrs Liz Wombwell (278)

### School context

All Saints' Church of England School is a one form entry primary school serving an urban community. Over a third of pupils come from a range of minority ethnic heritages. The majority of places are for Christian families attending the parish church or in a church who are members of the Churches Together in Blackheath and nearly third of places are open for other local families.

### **The distinctiveness and effectiveness of All Saints' as a Church of England school are outstanding**

The very good pastoral care, that is founded in strong Christian principles, means that every learner is able to achieve his or her best. The school continually strives to improve and uses self evaluation effectively in considering its impact as a church school.

### Established strengths

- The quality of collective worship makes a significant impact on the participants, they are actively involved and speak positively about what they learn from worship.
- The school's distinctive nature means that learners grow in their faith and are, for example, confident that God is always with them.
- The strong leadership means that there are really effective self-review procedures in place, which result in purposeful and successful action plans to support the development of All Saints' as an effective Church School.

### Focus for development

From the School Improvement Plan:

- Develop the cross-curricular links and strengthen assessment in Religious Education (R.E)
- Establish regular monitoring by the Governors to inform future development of R.E and Collective Worship.

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

All Saints is a very inclusive school where the learners understand the importance of supporting others, as a Christian value. This was particularly evident from the buddy group who conscientiously and with great pleasure support one of their peers throughout the school day. They were able to explain that by being at a Church School they could share their faith. They could explain how effective circle times had changed playtime behaviour. Everyone had been able to express their ideas and work together because there was trust and honesty. Year six learners were confident that they were well prepared for their next schools and knew that they were never

alone and could always pray for support in difficult times.

The School Council described how they worked to make changes in school and felt that their voice was listened to, for example ideas for charity events. They understood that each house is named after a Saint or famous Christian and knew they had been chosen to inspire them. There are prayer corners in each classroom where the learners can contribute their prayers and reflect on different themes. For example in Year two they were invited to weave a strand on a loom if they had made someone feel special that day. These areas are well used and regularly refocused to engage the learner's interest and develop their spiritual understanding. The clear Christian aims for the school are now encompassed in the new mission statement "Educating the Saints of today for the world of tomorrow".

### **The impact of collective worship on the school community is outstanding.**

The collective worship observed was of a very high quality with many opportunities for everyone to participate. The learners were actively involved and clearly responded to the Christian message in each act of worship. The regular school masses are celebrated in church. In the Candlemass Service children behaved well and showed reverence for their surroundings. Hymns were appropriate to the age group and reinforced the theme effectively. This reflects the efforts that the school is making to make masses more inclusive and relevant, though the school is aware that there is more work to be done in this area. The school has close links with the Parish Church and the learners are always involved in the services by serving, saying prayers and contributing to the talk. The parish priest is regularly in school and with the head teacher is part of a collective worship monitoring group. The learners all spoke positively about collective worship and knew that the adults leading it had worked hard to make them fun and interesting. They could give examples of how the bible based teaching had made a difference in their lives such as helping friendships by understanding more about forgiveness. Feedback from parents was sought last year and the written comments were very positive about the children's participation in and the impact of collective worship. Collective worship is planned to include all the major Christian festivals and recently material from the Social, Emotional Aspects of Learning (SEAL) materials. Monitoring by the school shows that this has brought a greater cohesion to the planning and has had a positive impact across the school, as there are class based activities to support the learning. The school has made a conscious effort to ensure the SEAL activities are related to Christian teachings. Monitoring by the collective worship committee ensures high quality provision but does not yet sufficiently involve Governors, as the school is aware. The School Improvement Plan (SIP) includes objectives to increase parental involvement in collective worship in church and in school, although the size of the school hall is a limiting factor.

### **Religious Education is good**

Lessons from each key stage were observed and in all the learning and teaching was of a very good standard. This is because the expectations were high, additional adults were deployed effectively to support all learners and a variety of approaches were used to engage learners. For example, in Year 6 the learners were involved in role-play to explore temptation and were able to express how they felt and the impact of giving into temptation in the different scenarios they explored. Their lessons have given rise to a growing number of theological and spiritual questions (posted on the 'bright ideas' board) and the class teacher has invited the Parish Priest to come and work through them with the class. The school uses the Southwark Diocese Scheme of Work which includes units of study for Islam and Judaism this gives learners many opportunities to explore and compare other faiths including visiting the London Mosque in Year 5. Achievement in Religious Education (R.E.) is high. Following a review by the subject leader, with support from the Diocesan Board of Education, planning now includes differentiation and assessment is used to inform next steps. The subject leader reviews planning and has worked with staff to improve the match of activities for different ability groups and the use of assessment. However this is not yet embedded and practice is not consistent across the school. In line with developments in other curriculum areas links with other subjects are being explored as planning is reviewed; for example Year three linked their RE learning about Moses to topic work on Egypt.

### **The leadership and management of the school as a church school are outstanding.**

The head teacher has a clear vision that drives the development of this Church school. She regularly reports to the Governing Body about the Church ethos of the school and has established monitoring groups. The governors are aware of the need to develop their monitoring role. Working with the whole school community, including governors, the leadership team have established a rigorous self-review process, which has identified areas for further development. They are included in the School Improvement Plan and there is evidence of how this has already impacted on the provision across the school in RE and collective worship, for example, clearer differentiation in the RE lesson plans. The parish priest is a regular visitor to the school, as well as welcoming the school to his church. This has led to strong pastoral and spiritual links and learners know that he is approachable and do ask to see him. The work of the subject leader has led to a significant improvement in the quality of provision in R.E. and Collective Worship. As a result the quality of work is high and makes a significant impact on the learners spiritual and moral development. She continues to support and challenge colleagues through her monitoring. Parents at All Saints' are very supportive and welcome the opportunities given to share worship in Church. They attend special services such as Candle mass and the regular praise assembly giving them a clear message about the school's Christian ethos. They are also invited to give feedback. The head teacher is making links with other local churches and is, for example, inviting them to come and lead worship in school which is broadening community links. All Saints' Parish Church community effectively supports the school. For example as a result of the regular school worship in church members of the wider congregation now volunteer in school.

January 2007, All Saints Church of England School, The Vale, Blackheath, SE3 0TX