

## National Society Statutory Inspection of Anglican Schools Report

### All Saints Church Of England Voluntary Aided Primary School

Cross Aysgarth Mount  
Leeds  
LS9 9AD

#### Diocese: Leeds

Local authority: Leeds  
Dates of inspection: 13<sup>th</sup> June 2007  
Date of last inspection: November 2002  
School's unique reference number: 108148  
Headteacher: Mrs J C McMillan  
Inspector's name and number: Alan Robertshaw

#### School context

All Saints is an average sized primary school in the centre of Leeds in an area that suffers from higher than average unemployment. There has been a recent increase in the proportion of pupils from minority ethnic families to almost one in six of all pupils. An increasing number of these children have difficulty communicating in English on entry. The proportion of children entitled to free school meals is high as is the number of children who move in and out of the school during the year. The proportion of pupils with learning difficulties and/or disabilities is average, though an above average proportion faces other barriers to learning.

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

It has a strong ethos of care and respect embedded in Christian values. These values and attitudes are firmly embedded in the school's mission statement, which is rooted in love, respect and spiritual development. The school has high expectations of its staff and pupils and these are promoted throughout the school. The Head teacher has a clear vision for the school which is shared with governors. The behaviour of the children within school is outstanding.

#### Established strengths

- The Christian ethos of the school in which all the pupils are nurtured and highly valued.
- High quality acts of worship, including all pupils, contribute greatly to pupils' spiritual, moral, social and cultural development.
- The Christian principles at the heart of all the policies which are lived out in practice by the whole school.
- Individuals are recognised as being "special".
- The school is rightly proud of its inclusive nature.

#### Focus for development

- Extend strategies for monitoring and evaluating collective worship to include all stakeholders.
- Extend opportunities to increase the involvement of the PCC and wider community in the life of the school.
- Establish clear procedures for assessing RE throughout the school.
- Extend and embed church school self evaluation strategies to fully reflect the school's aided status.

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

Learners feel valued and special and stated that they are treated with respect and fairness by the staff. Pupils and parents stated that relationships within the school community are characterised by Christian care and respect for others. Parents say that the school ethos is especially important in shaping the way children behave and one quoted “children know how to behave in school because of the fantastic role models of the staff”. There is a common acknowledgement amongst parents, staff and in particular the older children that the outstanding behaviour in school is significantly better than behaviour out of school. Pupils feel that conflicts are resolved compassionately within a framework of truth, forgiveness and reconciliation. Parents spoke with appreciation about the way someone in school will always listen immediately to their concerns or problems. That staff make time to help families. All parents receive a warm welcome and the pupils are mostly keen to attend and work hard. The school raises funds for a range of local and national charities. The school council ably represents pupils and they speak with pride about the work they do on behalf of the school community. There is evidence of the school’s Christian character throughout the school building, in the hall and entrance through symbols, pictures, mosaics and stimulating art work.

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

Worship is central to the life of the school and underpins its Christian character. Daily collective worship is inclusive, well planned and supports spiritual, moral, social and cultural development. Pupils recognise the importance of worship and clearly understand the Christian values that are promoted and apply these to their daily lives. During acts of collective worship there is an atmosphere of calm and respect which encourages thoughtful responses. Children enter the church quietly and respectfully and are given opportunities for reflection and prayer. Staff provide effective role models through their active participation in worship either as leaders or worshippers. Weekly themes are planned to coincide with key events in the church calendar and all major Christian festivals are celebrated. The school’s Anglican heritage is further supported through established links with All Saints church and in particular Father Andrew. The incumbent is a regular visitor and takes an active role in supporting school worship. In Key stage 1 worship is fully inclusive. Children celebrate Christ through bible stories and prayer. Every opportunity to celebrate the individuality of children is taken, for instance, individual birthdays are celebrated and children contribute their own prayers to the worship. Staff promote reflection and thinking about others. During the story of Zacchaeus, one child called out “that’s not fair, stealing is unkind” which shows that even young children are starting to empathise. Staff are very good at teaching about morals and Christian values. Extending strategies for monitoring and evaluating collective worship would further enhance its quality and impact.

**The effectiveness of religious education is satisfactory**

Religious Education is well resourced with a good range of materials to support teaching across the school. A great deal of hard work has taken place to ensure resources are stored centrally and are of a good quality. There is a need however for the standard of pupils’ work to be monitored more effectively, with attention being drawn more directly to strengths and weaknesses and the regularity that work is undertaken in class. Clearer procedures for assessment would ensure that pupils are given opportunities to reach standards appropriate for an aided school. The classroom teaching seen was good with some outstanding features. The teacher of Year 1 had spent considerable time collecting together resources for the children to enable them to dress up and then learn about the significance of the various foods on a Jewish Seder plate. Children sat attentively and responded eagerly to questions. Good use was made of the interactive whiteboard to tell the Passover story. The expectations the staff have of the pupils is very high. Pupils work willingly and effectively, responding readily to a variety of tasks with enthusiasm and enjoyment. Planning clearly showed differentiation of tasks and the teacher demonstrated very good subject knowledge. Classroom support was well targeted and children made good progress. Relationships in the classrooms are characterised by a mutual respect between teachers and pupils.

**The effectiveness of the leadership and management of the school as a church school is good.**

The Head teacher articulates a clear Christian vision for the school. All stakeholders speak confidently about the school's Christian vision and the leadership team is effective in selecting appropriate initiatives to meet the needs of all the learners. Foundation governors nourish, encourage and promote the School's trust deed, providing good support at every level. The leadership team have begun to establish measures to ensure that self evaluation is used to promote the development of spirituality in this church school. However, there is a need to plan ways in which to more fully evaluate the school's progress as a church school, particularly in RE, and for this to be reflected in school self evaluation documentation. There are also opportunities to increase the involvement of the PCC and wider community in the life of the school.

SIAS report 13<sup>th</sup> June 2007 All Saints Church of England, Leeds. LS 9 9AD