

National Society Statutory Inspection of Anglican Schools Report

All Saints' Church Of England Voluntary Controlled Junior School

Upper Beulah Hill
Upper Norwood
SE19 3LG

Diocese: Southwark

Local authority: Croydon

Dates of inspection: 6 February 2008

Date of last inspection: February 2004

School's unique reference number: 101787

Headteacher: Susan Skidmore

Inspector's name and number: E Wombwell (278)

School context

All Saints Church of England Junior School is a Voluntary Controlled school in an urban community. The school was federated with the adjoining community infant school in October 2005 sharing the same headteacher and governing body.

Pupils come from a wider area than the immediate locality, many parents choosing a church school, so the school population has a wider diversity than the area would suggest. There are four foundation places available in each year group. A large majority of pupils are of black and ethnic minority heritage. Pupils have a wide range of needs. 26% English as a second language and 26% on the special educational needs register.

The distinctiveness and effectiveness of All Saints' as a Church of England school are satisfactory

The head teacher is working with her new leadership team to implement their strong inclusion policy, based on Christian principles, to support all learners. Due to effective pastoral care and a behaviour policy based on understanding and forgiveness, most learners are happy and secure in the school and know that staff are there to help and support them, not just in their lessons but in all their learning. The head teacher and governors have begun to evaluate the school's Christian character. This has not yet made sufficient impact in the school community's understanding of what it means to be a church school.

Established strengths

- good pastoral care for all pupils leading to sense of security and self worth reflecting the Christian character of the school
- strong inclusion principles that support children's learning and development based on Christian principles
- the head teacher's and governors' commitment to maintaining the distinctive Christian character of the junior school demonstrated in the strong links with the parish church and the governors' Church and Community committee.

Focus for development

- develop the monitoring and evaluation processes for self evaluation as a church school
- review and develop themes for worship to promote more effectively **pupils'** spiritual development
- ensure that all stakeholders understand and contribute to achieving the school's Christian vision

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

The Christian vision for the school articulated by the headteacher is clear: every child matters. This vision is demonstrated effectively through the way inclusion for all learners is promoted so that their individual needs are met and they have a strong feeling of self worth. The new management structure has given a high priority inclusion and has targeted groups of children who have benefited from extra input, which has supported their learning and raised their self-esteem. They are encouraged to think why they are special and know that they deserve the best and should make the most of their opportunities. Members of the school council and other children spoke about feeling safe around the school. Staff felt that everyone working together with forgiveness and understanding was core to solving difficulties for staff and children. This is demonstrated in the way the behaviour management policy has prevented exclusions. Members of the School Council were actively involved in an anti-bullying focus and worked towards leading an assembly on this. They were able to describe the impact of that week and how they feel there is less bullying than before. The children had a strong sense of including and caring for others and had strategies to support those who were lonely or unhappy. However, although the children know that All Saints' is a church school they are unclear about what this means. They were able to describe the closeness to the church as being important but could not explain other elements, which gave the school a Christian character. They were not able to relate Christian values clearly to the support and care they received in the school. All year groups had displays linked to learning in Religious Education, for example year six had been working on the ten commandments and had begun to think of an eleventh related to their lives. But pupils spoke with much more confidence about the impact of the work from Personal Social and Health Education than they did about their spiritual development. For example, personal goals were displayed for the theme of Going for Goals and pupils spoke confidently about what they were trying to achieve and why their goals were important.

The impact of collective worship on the school community is satisfactory

Pupils speak positively about assemblies, remembering those where they had learnt about of social, moral and cultural aspects such as friendship or anti-bullying. In worship they behave well, listen attentively and mostly respond readily when called upon to do so, for example giving the appropriate responses during a prayer. Worship is seen as integral to the school day and pupils think that having worship at the beginning of the day makes it more 'peaceful' and 'starts the day right'. However the spiritual impact of worship is weaker than the social and moral aspects. Pupils were able to describe how their personal and social skills had been supported through worship, such as in their relationships. But they were much less confident in talking about any spiritual dimension such as prayer, reflection or specific Christian values. Changes already made to the worship policy will help to improve worship but have not been evaluated so the leadership team cannot at present measure their impact.

Learners show a satisfactory and increasing understanding of Anglican faith and practice. This is mainly fostered through the celebration of all the major Christian festivals across the year and through liturgy and prayer, for example the Lord's Prayer. Services are regularly held in church as well as in the school. The parish priest effectively supported the Lent assembly observed. Pupils are regularly involved in planning and presenting worship; for example through planning the Harvest Festival pupils were able to understand the reason for its celebration and how they could help others. Worship is also planned with members of the church congregation, as at Easter, resulting in good pupil involvement and understanding of worship in the wider Anglican community.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The head teacher has a clear Christian vision for the Junior school and is working with the Governing Body of this federated school to implement it. The Infant school is a community school and the Governors have the different characters of each school to maintain, which provides particular challenge. Even so, they have shown a strong commitment to promoting the Christian distinctiveness of the school. For example there have been very clear efforts to

develop the Christian ethos of the Junior School through the establishment of the Governors' Church and Community committee. However, this work is at an early stage. They have worked with the Church to develop worship opportunities that have included visiting groups funded by the Diocese. The school works with other local Christian groups and hosts 'Steps to Christ' fellowship for pupils and parents in the school. This has a good take up rate and involves families in developing a Christian understanding and a sense of belonging to a Christian community.

The Foundation Governors regularly work with the children in school and take part in worship. In this way they undertake informal monitoring of All Saints' as a church school but no formal self evaluation has been established as yet, although it has been discussed. Other stakeholders such as staff, children and parents are therefore not involved in contributing to the process of evaluating All Saints' as a church school. Foundation Governors have also been involved with recent senior management appointments and have made clear to candidates the need to be committed to the distinctive Christian character of the school.

Teachers interviewed during the inspection felt that staff welfare is a priority for the leadership of the school. Through appropriate continuing professional development they are able to work effectively supporting the school's ethos, for example, training on positive behaviour management. Members of the senior leadership team have a clear understanding of the vision for the school and understand how their work contributes to achieving it.