

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Rotherfield Road,
Carshalton,
SM5 3DW

Diocese:

Southwark

School's Unique reference number: 103004

Date of inspection: 2 October 2006

Date of last inspection: March 2003

Headteacher: Emma Hart Dyke

Inspector's name with National Society inspector's number : Hilary Ferries 276

School context

All Saints CE Primary School is a one form entry primary school in the relatively affluent area of Carshalton. The admissions criteria mean that a very high percentage of families are regular churchgoers, attending local churches of different denominations. The majority of the pupils are of White British heritage. The headteacher has been in post for one year.

Summary Judgement

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

The Christian foundation is strongly promoted and seen in the attitudes and relationships of learners and staff. The recently appointed headteacher and her Religious Education (RE) Coordinator have led a thorough self evaluation of the church school dimension with staff and governors.

Established strengths

- The strong Christian ethos of the school demonstrated in the relationships between all members of the school community and the positive attitudes of the learners
- The high quality self evaluation of the school as a church school
- The central place of worship in the school community
- Opportunities for social and spiritual development

Focus for development

- Establish strategies for assessing and tracking pupil progress in RE
- Review the policy for Collective Worship to ensure recognition of different styles of worship and to give ownership to current staff
- Build the issues identified in the Self Evaluation Toolkit into the School Improvement Plan
- Develop pupils' understanding of the nature of multi-faith Britain

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

The school, through its distinctive Christian character is good at meeting the needs of all learners. Learners speak very positively of their school and all pupils interviewed were aware of the Christian nature of the school. They mentioned the importance of this to them and that it made a difference to the way they live their lives. All pupils interviewed said how much they enjoyed coming to school and that teachers made them feel valued and special. Relationships across the school are very strong and there is a real sense of a school family. Interviews with pupils of other faiths carried out by the school have shown that they feel their views are respected. Academic achievement is high, but some learners said that the work is 'not always hard enough' and a few pupils said they would like 'harder work'.

The school offers many opportunities for spiritual and social development and these are strengths of the school. Prayer is an integral part of school life and there are opportunities in the curriculum for reflection and to discuss 'big questions', Worship and RE contribute well to this element. The School Council plays an important part in the life of the school. Members feel their views are taken seriously and they have been instrumental in aspects of development- such as developing golden guidelines for the playground. The school selects a charity for the year and this year pupils prepared moving presentations to promote charities close to their hearts. Pupils have a clear idea of right and wrong and behaviour is good across the school. The behaviour policy is based on the idea of forgiveness and a fresh start. Cultural development is an area identified for improvement. The school is taking opportunities to promote the multi-faith nature of modern Britain, but some pupils show a limited understanding of this area.

The impact of collective worship on the school community is good

The impact of collective worship on the school community is good. There is a clear, well planned structure to worship that places it at the centre of school life. Learners speak positively of the different themes and the opportunities to participate in worship. It is a time for reflection and contributes to the calm atmosphere in school: 'It makes you feel lighter and happy at the end'. The Rector leads worship twice a week and other Christian workers are regular visitors and learners say they enjoy the different styles of worship. The school attends All Saints' Church several times during the year to celebrate important festivals. They are joined by members of the congregation as well as parents which brings church and school together. A parent prayer group meets fortnightly to pray for the needs of the school and the school is mentioned each week at high mass.

One of the recommendations of the previous inspection was to review the Policy for Collective Worship and this was carried out in 2003. Governors and staff have recently completed the Self Evaluation Toolkit and identified the need to review the policy to give ownership to the current staff and to ensure a shared respect and consensus of different worship styles.

The effectiveness of the religious education is good

Religious Education is good. The school has adopted the Diocesan scheme of work, RE is planned and taught each week and the coordinator has carried out systematic approach to monitoring.

Learners say they enjoy RE: They like finding out more about Jesus and 'how to live your life' and they enjoy finding out about other religions. Pupils interviewed said how much they enjoyed visiting the local synagogue and being 'actually in the place and touch things, not just see the pictures'.

Teaching and learning is good. Teachers have a good balance of learning about religion and learning from religion. Interviews with pupils and their work indicate that standards in RE are good, but teachers do not use the different levels of attainment in RE to plan or to assess. Scrutiny of work shows that not all written work is marked and very little marking gives pupils information about how to take their learning on further. The school has identified that there is no whole school picture of standards or progress and lack of differentiation in work means that the more able are not always challenged.

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

The leadership and management of the school as a church school is good. The recently appointed headteacher has a clear Christian vision for the school which is shared by staff, pupils and governors and promoted around the school in the recently reviewed mission statement, prospectus and policies. Learners and parents are consulted about issues and their views are taken into account.

The church school dimension is taken very seriously. The RE subject leader, with staff, has carried out a systematic self evaluation of RE, carrying out interviews with staff and learners, observing lessons and monitoring planning, which have enabled her to identify areas for development. Staff speak positively of the support she offers in delivering the RE curriculum.

Governors and staff have completed the Self Evaluation Toolkit and have a clear picture of where they want to go next. As yet the findings have not been built into the School Improvement Plan as a result of which priorities and targets for different elements of church school life are not explicit.

There is a strong partnership between church, school and community. Members of the congregation come in to hear pupils read, the parish leaflet is displayed in school and the PCC meets in the school. This gives a strong sense of a community. Parent questionnaires and surveys show that they are happy with the Christian nature of the school.

October 2006 SIAS report, All Saints CE Primary School, Rotherfield Road, Carshalton, SM5 3DW