



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints' Church of England Voluntary Aided Primary School

Dogsthorpe Road
Peterborough
Cambridgeshire
PE1 3PW

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Peterborough

Local authority: City of Peterborough

Date of inspection: 24 March 2015

Date of last inspection: June 2009

School's unique reference number: 110852

Headteacher: Rachael Hutchinson

Inspector's name and number: Lizzie McWhirter 244

School context

This richly diverse urban school has recently become a two-form entry primary school, serving 387 children and their families, from the local inner city area. The proportion of pupils from minority ethnic groups shows a rising trend and is currently almost three times the national average. There are 19 languages spoken. The vast majority of children are from a Muslim background. The school moved into its new school buildings in October 2013.

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

- The importance placed on each child in this welcoming Christian community enables them to become confident learners who achieve well.
- The nurturing family of All Saints', rooted in Christian values and prayer, is supportive of all, and inclusive of the faith backgrounds of pupils.
- The quality of the religious education [RE] subject leadership and expertise ensures high standards in this richly diverse religious community.
- The partnership between church and school is valued by everyone, whether or not they belong to the local Christian community.

Areas to improve

- Enhance the evaluation of collective worship, involving pupils and governors, to ensure worship is continually evolving in integrity and quality.
- Deepen pupils' knowledge of the saints to enhance their understanding of Christianity as a worldwide faith.
- Ensure the school's distinctive Christian character is a standing item on every governing body agenda in order to maintain its high profile.

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

All Saints' Primary School is an inclusive, yet richly diverse Christian community. It is rooted in its commitment to serve and nurture its children and their families. Children thrive in the culture of praise and thanksgiving this school provides and succeed in their learning. This is because dedicated teachers give very specific targets to the children and go the extra mile, working hard to build relationships with the parents so these targets can be developed at home and takes place within a spirit of positive encouragement and a framework of Christian values. Such values are strongly endorsed through the school's mission statement of 'loving to learn, learning to love'. In addition, many teaching assistants are bi-lingual and support children in smaller groups with curriculum and social needs. All staff receive excellent training to support vulnerable children, with the new school chaplain adding pastoral care for all. Intensive, specific intervention is carried out for children with low self-esteem within a redemptive policy of fresh starts so children blossom and flourish. Behaviour is very good because staff and older children provide good role models. Children are encouraged to make the right choices and take responsibility for their actions, within a framework of Christian forgiveness and reconciliation. Attendance is average and in the school there are very few children who have high rates of absence. There have been no exclusions which is in accordance with the school's Christian principles. Children enter the school with a range of skills and experience that are below average for their age and make good progress over time. Standards are average at the end of Key Stage 1. Amongst the range of clubs offered to pupils after school is a Level 6 Maths club, which is very popular and successful. In 2014, ten children gained a Level 6 in mathematics. As a result, progress over time is good, given the children's starting points. Children who come in significantly below national standards achieve broadly average in their progress and attainment by the end of Key Stage 1 and above average by the end of Key Stage 2. A hall mark of All Saints' is the appointment of a music specialist, which is an intrinsic part of worship. However, its impact is seen across the school in standards in music and also in the school choir who have performed in a Broadway show in Peterborough recently. Consequently, this enhances good quality spiritual, moral, social and cultural development, [SMSC]. Pupils show Christian values in action through their charity fundraising and their eco work, caring for God's creation. In addition, the new outdoor area, which includes an amphitheatre for outdoor worship, supports pupil's SMSC, showing how the school has moved on since the last inspection. They show respect for diverse cultures and beliefs through RE and worship, which make a strong contribution to the school's Christian character and to pupils' personal development.

The impact of collective worship on the school community is good

Worship involves and engages pupils and is rooted in Christian values. Themes celebrate the church year and nurture pupils' spiritual development. The relationship between church and school is strong as a result of the vicar's involvement in the life of the school. A newly appointed school chaplain also leads a lunchtime Bible club, enhancing this link still further. Some pupils visit the Cathedral whilst others recall when the Bishop 'came in and blessed the school and declared it open'. Such links help pupils understand Anglican tradition and practice. Consequently, pupils say one of the things they like about worship is that 'it's fun, but is also informative of the Christian religion'. They value worshipping together as 'one whole family'. Pupils comment how much they like singing in church which 'sounds beautiful and in harmony as so many people are there'. Worship makes them feel calm and 'church led worships let people have a different view on everything'. Parents too, including those of other faiths, say they enjoy school worship, citing 'Friday worships are like a Friday gathering'. They praise the 'big cross made from tiny crosses in the hall'. As a result, parents see the fruits of the Spirit, citing self-control and patience, which their children show at home. Prayer features strongly in the life of this school, which pupils willingly contribute to in writing and reading their prayers. Indoor and outdoor prayer and reflection areas are well used by children, with some pupils citing using prayer at home when they can't get to sleep. Pupils are growing in their understanding of the Trinitarian nature of God, saying 'God, Jesus and The Holy Spirit are all like one'. They go on to explain The Holy Trinity as, 'God looks after us, as our own father. Jesus dies on the

cross and God's power makes him come alive again. The Holy Spirit's job is to cleanse millions of people from sin'. Evaluation of worship is fed back to the whole governing body. Pupils do say they would like to be involved in evaluating worship more frequently. However, governors and pupils recognise the need to enhance the evaluation of worship, involving pupils' own viewpoints, to ensure worship is always evolving in its quality and integrity.

The effectiveness of the religious education is good

RE enjoys a high profile in this school where its status is enhanced by senior leaders who lead and manage this subject very well. These phase leaders have a passion and enthusiasm for this key area of school life. Both are members of Peterborough Standing Advisory Council for Religious Education [SACRE]. Teaching is consistently good and standards are high. Good tracking of pupils' progress and assessment is in place, with pupils aware of their targets, knowing how to improve in their work. This is because pupil 'I can' statements are in place for teachers to assess against, highlight and review. In addition, every single child's progress is looked at on a termly basis, colour coded for seamless expectation for RE. Lesson observations are a constant part of both subject leaders' practice who work together as a team, supporting teachers' planning where SMSC and Christian values are explicit. The school has been using the new Peterborough Agreed Syllabus since September, which includes new units of work, such as 'Why is Christmas important to Christians?' The focus is very much on developing pupils' depth of knowledge and in enabling staff to teach and assess in a way which informs future planning and subsequent progress. There is also a gifted and talented register from Early Years Foundation Stage [EYFS] through to Year 6. Consequently, attainment in RE is higher than other core subjects, resulting in many more pupils achieving above expected progress by the end of Key Stage 2. Pupils enjoy their RE, saying, 'we learn about other religions and we're learning about the Sikhs and how they help each other'. Year 4 pupils enjoy a variety of welcome visitors, such as a Sikh member of SACRE, bringing their knowledge and resources, such as a Punjabi hymn, to enhance pupils' learning. Year 2 pupils regularly experience the use of a Bible box with artefacts to help them understand Jesus' role as a leader and shepherd, and are able to make the connection with their own lives. They are able to ask and explore deep questions, such as, 'What does being lost to God mean?' Some pupils respond, 'God and Jesus search for anyone who is lost. They never give up.' They continue, 'if we are stuck on our journey, with our work, like the sheep, God comes looking for us and people help us, like God, just like the shepherd, Jesus will help you'. Pupils are able to relate the Christian story and can explain Christian concepts and beliefs, such as incarnation, salvation, Ascension and Pentecost in their own words. However, the school acknowledges the need to teach in depth about saints to extend pupils' learning in their understanding of Christianity as a worldwide faith.

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

All Saints' leaders and governors clearly state their Christian vision and values for the school in this richly diverse community. Parents, pupils and staff value the supportive partnership between church and school. Good community links extend beyond the parish church, and includes the local Kingsgate Church who run a Narnia club and whose church is also used for worship. RE and worship more than meet statutory requirements and are well led, managed and resourced by senior teachers and specialist staff, including the deputy headteacher. As such, both these key areas of school life enjoy a high profile. All areas from the previous inspection have been addressed. Governors do look closely at data on standards and progress in pupil learning, reflecting on the ethos of the school. Consequently, standards are maintained and there are clear priorities for action. Governors plan for, and monitor the development of the school's Christian ethos, ensuring that Christian principles and practice underpin everything. They support staff professional development and training, in preparing for future leadership of church schools. However, currently, the school's distinctive Christian character is not a standing item on their agenda every time they meet. Muslim parents value the honesty and trust the experience, going on to say that 'each one of the teachers cares for the children as if their own'. They speak highly of the 'community feeling, the togetherness of the people, everyone greeting everybody else'. Good examples include the Unity day, welcoming members of all the faith communities into school. Parents praise the headteacher who is 'never too busy to stop and say hello'. Parents say this school 'brings out the best in our children'.