



All Saints Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Cricklewood Lane, Childs Hill, London NW2 2TH
Headteacher Chair of Governors	Mr. Philip Taylor Fr. John Wainright
Type of School	JM&I
Status	Voluntary Aided
Unique Reference Number	101315
Diocese	London
Local Authority	Barnet
Date of last inspection	5th December 2006

Inspection date	3rd May 2012
National Society Inspector	Miriam Rinsler (NS 591)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

All Saints' School is a smaller than average school which serves a diverse community in the outer London area of Childs Hill. It is very popular - some families continue to bring their children to the school even when they leave the area, resulting in 35% of children travelling from outside the catchment area. 34% of learners are learning English as a second language (a few at very early stages) and more than 30 nationalities are represented in the school. The proportion of learners eligible for free school meals is above the national average. The mobility of pupils is well above average. The school enjoys a close relationship with its parish church of All Saints'. The school has worked hard to develop relationships with schools locally and in other countries, which benefit both staff and children.

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

All Saints' Child's Hill is a good church school and has good capacity to maintain and build on this. The school takes care to give clear outward signs of its Christian ethos and foundation. Christian principles are explicit in some key policies and underpin the very good relationships and commitment to inclusion shared by all stakeholders. Teaching and learning in Religious Education (RE) are good overall. All stakeholders (including those of other faiths and none) take pride in the school's Christian ethos which supports all learners well.

Established strengths

- very good relationships between all members of school community
- strong role played by prayer in life of the school
- community involvement - particularly with other schools - both locally and globally
- strong, supportive relationship with the local parish

Focus for development

- develop assessment practice in RE - through refining the assessment of more complex aspects of learning from religion
- embed marking practice in RE throughout the school, to ensure learning-focused feedback and challenge for all learners
- develop the role of the governing body in monitoring and evaluating RE and worship

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

A quietly confident Christian ethos based on principles of honesty, and care for people and God's world, underpins the good support children receive for personal development and the very high expectations for behaviour. The school has chosen not to have a Mission Statement, but these Christian principles underpin all practice and are explicit in the prospectus and a few key policies. In a recent survey, all learners confirmed that they felt safe and happy. Whatever their faith background, learners say that their beliefs are respected, and some are confident enough to talk in lessons about them. All stakeholders can say how the school is distinctive as a Christian school and relate this to activities such as prayer as well as visible symbols and regular visits to church. The excellent relationships between all stakeholders have contributed to effective learning overall, and the very good progress learners make in spiritual, moral, social, cultural and citizenship development. Parents value the school highly and many are active in supporting the school in practical ways. No children of other faiths are withdrawn from worship or RE. There is good support for new arrivals and those with learning difficulties, who make good progress over time. The school provides a good range of popular clubs, including the Jesus and Me (JaM) Club. Staff and learners maintain a very calm, orderly atmosphere and all value working collaboratively. Staff members offer good role models, resulting in

courteous, well-motivated and sociable children, who support each other well. Displays in corridors and classrooms give a clear Christian message - much of this resulting from a successful RE Week when learning was focused through art.

The impact of collective worship on the school community is good

Collective worship has a good impact on spiritual development, issuing from clear leadership and shared conviction. Prayer punctuates the school day, allowing children to reflect on classroom as well as whole-school issues. In the foyer, there is a Prayer Box, which is well-used and which the JaM Club empty weekly to provide focus for their prayer times. Whole-school worship is well-organised, based on the liturgical year and clear, appropriate themes - it is in the choice of these that the school's Christian principles are most explicit. Through weekly visits to All Saints' church, and termly services there, learners experience and begin to understand the Anglican tradition. Worship is consistently and recognisably Christian whilst remaining sensitive to the beliefs and traditions of other faiths represented in the school community. For instance, there is no compulsion to join in prayer, yet children of other faiths feel included, and value these times for their own reflection. Quiet music and communal singing set worship apart from ordinary school time. As a result, learners show good attitudes: they all keep a respectful silence and join in singing with care. Learners show mature attitudes to the role of prayer in their lives: reception children dictated prayers in which they thanked God for "play" and "all the books," and a Year 6 boy explained: "It's a time to respect God, to ask for guidance and pray for what he wants for you." Children also pray spontaneously at other times - as one Year 4 girl said: "When you're in need and you can't do anything, you just pray." They are happy to contribute to worship, and say they particularly value those times when they do so through role play or discussion; or when the content makes them laugh as well as think, such as when a teacher behaves like a comic. They have appreciated the recent themed focus on different values - as one boy said, "It helps you take in important things over time." Worship is not formally evaluated, but forms part of the remit of the Curriculum Committee.

The effectiveness of the religious education is good

Teaching and learning in RE are good overall and learners make good progress over time - similar to that in other core subjects. All lessons seen were good or better, with thoughtful use of high quality resources and challenging, open-ended questioning. This resulted in deep and sometimes moving responses from the learners. For instance, in a Year 4 class, following the teacher's talking in role as Zachaeus, a boy did the same as Jesus. The boy showed good acting skills but also sensitivity to Jesus' possible feelings and knowledge about Zachaeus and his story. In Year 6, in answer to the question "Are people born to do things?" a boy explained: "You are your own person - you have your own choices. You can't change your luck but you can change what you do about it." Planning ensures good coverage of five other main world faiths as well as of Christianity. Learners show good recall of stories and activities from RE lessons - including the meanings behind stories such as the Tower of Babel. They describe ways in which their learning in RE influences their moral decisions and connects with other learning, such as the Olympic values studies in PSHE. Good work has been done since the last inspection to introduce the local diocesan scheme of work, which teachers and senior staff agree has resulted in improvements in teaching and learning in RE. There is a good balance of learning about religion as well as learning from religion and all lessons seen ensured this took place, building in a direct response to the learning through prayer and reflection. RE makes a very good contribution to learners' understanding of community - in most cases also taking care to note worldwide examples relevant to the topic. For instance, in response to a video clip about Christian Aid, Year 2 learners were "sad" and "upset" and showed good empathy with the communities shown: "I feel lucky because we have schools and money and stuff." RE follows other subjects in the school in tracking assessment carefully in order to provide information about teaching and progress. The first full year of these systems has highlighted difficulties in assessing the more complex aspects of learning from religion, which will be a focus for the coming year. Marking is encouraging and children often reply to questions posed, but practice is not yet consistent across the school. Opportunities to extend and challenge all children are therefore lost. The RE Co-ordinator continues to work with class

teachers to refine and embed good practice consistently throughout the school. The Curriculum Committee has a rolling programme for receiving reports from curriculum co-ordinators - in which she regularly takes part.

The leadership and management of the school as a church school are good

Senior staff and governors have a consistent vision for the Christian nature of the school in its multicultural community. This forms part of the atmosphere of self-evaluation and seeking improvement in all areas of its work. The leadership of the head and senior staff has a very good impact on behaviour and the learners' enthusiastic attitudes to school. The senior team ensures that RE has the status of a core subject and receives similar resourcing. The RE subject leader's good subject knowledge and careful monitoring of children's work have led to class teachers receiving helpful feedback and having greater confidence. As a result, they teach RE with great care and there have been eye-catching displays which learners remember producing. There are good links with the parish church of All Saints'. The vicar of All Saints' is Chair of Governors and leads the weekly worship in church. The school contributes effectively to community cohesion in the locality - through the extended services it offers and the opportunities it gives for local people to volunteer help with reading, clubs and class activities. The leadership team encourages staff to attend LDBS training and contribute to the community of church schools in several ways. This contributes to the school's succession planning by ensuring middle and senior leaders are knowledgeable about how to maintain quality and the Christian ethos. The school's connections with European schools, through the Comenius Project, give children a very good sense of the global community. The self-evaluation of the school is accurate and the school has a good sense of its strengths and areas for development. Governors have been restricted in maintaining a formal programme of monitoring and review of RE and worship, due to several retirements in the past year. However, the Curriculum Committee has continued to hold the school to account, and progress on this issue from the previous inspection is good. Progress on the other issues of the previous inspection (formal planning for collective worship and developing a rigorous assessment system for RE) has been good and all the strengths maintained. All staff show great commitment, with good capacity to maintain quality and improve further.



Judgement Recording Form (NSJRF)



Name of School: All Saints' Church of England Primary School
Cricklewood Lane, Childs Hill, LONDON, NW2 2TH

Date of inspection: 3rd May 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 204
URN Number: 101315
NS Inspector's Number: 591

Rating 1-4*

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

** Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*