



Statutory Inspection of Anglican Schools Report

**All Saints Church of England Voluntary Aided Primary School
Parsonage Lane
Bishop Stortford
CM23 5BE**

Diocese of St Albans

LEA:	Hertfordshire
SIAS Inspection :	13th March 2007
Previous S23 Inspection:	January 2002
URN:	117472
Headteacher:	Acting Mrs. C. Wackett / Mrs. N. Rogers
SIAS Inspector Name:	Alan Thornsby
SIAS Inspector No.	NSIN 137

School Context

All Saints School serves part of the town of Bishops Stortford. Most pupils are White British in origin, with a small group from other ethnic backgrounds. The headteacher retired in December 2006; since then the deputy headteacher and a consultant headteacher have shared the leadership of the school. A new headteacher is to take up post after Easter 2007.

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

All Saints School is a good school because of the strength of Christian values that permeate the whole school and the drive and determination of the acting headteachers in ensuring these values positively affect the academic and personal achievement of the pupils.

Established strengths

- The caring learning environment in which pupils develop academically and personally
- The commitment of the staff to challenge and support pupils, especially in Religious Education
- The use of the outdoor environment and Art in spiritual development

Focus for development

- To examine the school's distinctiveness as a church school to inform the school development plan
- To celebrate the school's Christian character in every classroom
- To refine assessment procedures in RE to give a more accurate picture of each child's progress.

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

This is because of the happy learning environment in which all are valued, challenged and supported to achieve their potential. Pupils are well motivated by a range of rewards and incentives as well as by effective teaching strategies. They are confident, polite and articulate, stating their teachers are fun. Pupils know they are safe and fairly treated. Pupils support each other, mirroring the collaborative working of the staff. Older pupils care for younger at the friendship stop or by helping them at lunchtime. Relationships between teachers and pupils are good because of the open and honest discussions they share. These value the contributions of everyone and develop pupils self esteem. They also encourage respect for and tolerance of the beliefs of other people. Pupils relate Bible teaching to their own lives, for example, comparing the temptation of Eve to peer pressure to accept a cigarette. They understand the importance of forgiveness and how to manage their own conflict resolution in their everyday lives. Teachers identify opportunities for spiritual, moral, social and cultural development in cross-curricular planning. The school makes good use of the outdoor environment for spiritual development of pupils. The use of flower petals to create a collage for annual Corpus Christi display reflects the commitment of the school to spiritual development. The school has a welcoming environment that reflects its Christian foundation in displays such as 'Loyalty' and preparations for Easter. Although every class has a cross and displays school or class rules, opportunities to fully celebrate the schools' Christian foundation are insufficiently developed.

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

This is because of the way that worship themes reinforce school values and encourage pupils to reflect on them and their impact on their lives. Themes are introduced in whole school worship and further explored in key stage and class worship. Every week there is a range of leaders for worship including the vicar and curate, and school staff. Each class regularly leads worship. Pupils are aware of the special time of worship, which is often marked by the lighting of a candle. Their quiet entry to appropriate music helps to create a suitable atmosphere. They enjoy singing, younger children joining enthusiastically with actions. Pupils who explain worship as a time to 'think and learn about God and how to behave' enjoy prayer and times for reflection. They understand prayer as a time to talk to God. All pupils enjoy the opportunities to write and share prayers and older pupils enjoy the challenge of extemporary prayers at the end of the day. Pupils can explain the 'Lord's Prayer' and are aware of spoken and sung versions. The school celebrates Mass with the Vicar, in school or church every term. They explain the Eucharist as 'a special time to remember Jesus.'

The effectiveness of Religious Education is good.

This is because of the way links are made in planning between Bible stories, faith in action, the Church and Religious Festivals. This ensures effective teaching takes place because topics have a real relevance to the lives and experiences of pupils. The school is aware of the benefits of a creative and thought provoking approach in challenging pupils. The effective coordinator ensures that staff have high expectations of pupils, who are able to achieve because of exciting teaching and good staff knowledge. The syllabus enables pupils of all ages to explore themes such as Christmas and Easter in a challenging way that ensures effective progression in learning. Thus Y2 pupils discuss their own experiences of being happy and sad, some of which were very sensitively handled by the teacher, before exploring the happiness and sadness of Easter. Y5 pupils were involved in a role-play of the 'Last supper', before discussing the significance of Jesus' actions and the responses of the disciples. Monitoring and evaluation by the coordinator and vicar have identified that standards are in line with national expectations. Assessment based learning objectives are used to inform planning and although this gives an indication of group achievement, it also

allows for comments about individual pupil progress. There are inconsistencies in the marking of pupils work. Where it is good the teacher has provided the pupil with a comment to develop further thought.

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

This is because the documentation and everyday practice of the school reflect Christian values in action. The acting headteachers have begun to evaluate the effectiveness of the school as a church school and have identified areas for development. The governing body, although carrying out monitoring and evaluation of religious education, have yet to address the issues of distinctiveness as a church school, so that they have an accurate measure of the school and can identify their active role in development. They are aware of the need to ensure that staff share the Christian vision and value of the school, and this is made evident for new and supply staff in the staff handbook. Parents are supportive of the school, enjoying the approachability of the staff and recognising the academic and personal progress of their children because of the school. Pupils enjoy an active school council and are involved in a range of charity fundraising. There are good links with the church that is used for festival services and the school is used for social events by the church. The school is aware of the need to further develop links with members of other faith groups.