



All Saints' RC Primary School

Kitswell Road, Lanchester, Durham, DH7 0JG

School Unique Reference Number: **114255**

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| Inspection dates: | 19 – 20 June 2017 |
| Lead inspector: | Mrs Lisa Stokoe |

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| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Outstanding | 1 |
| Catholic Life: | | Outstanding | 1 |
| Collective Worship: | | Outstanding | 1 |
| Religious Education: | | Good | 2 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

All Saints' RC Primary School is an outstanding Catholic school because:

- All Saints' is an inclusive school where everyone is welcomed and valued. Within the community all members share the headteacher's passionate vision for the school.
- The Catholic Life of the school is outstanding because the ethos of Catholic education underpins all that the school does. The well-being and personal development of each pupil is at the heart of the school's vision.
- The quality of Collective Worship is outstanding. Worship is central to the daily life of the school and a key part of school celebrations. Pupils plan and lead prayer and worship and act with reverence and respect using staff as their role models.
- The quality of Religious Education is good. It is not yet outstanding due to inconsistencies across the school in the quality of assessment, marking and feedback. Planning of differentiated tasks for all ability groups is also inconsistent across the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- All Saints' is a smaller than average primary school, with a rising number of pupils on roll, serving the parishes of Lanchester and Burnhope.
- The proportion of pupils with special educational needs is below national average but the percentage of those with a statement or Education Health and Care plan is slightly above.
- The majority of pupils are white British and there are a very low number of pupils with English as an additional language.
- The proportion of pupils known to be eligible for support through pupil premium funding is below national average.
- The school provides a breakfast club each morning.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work and that they are given the time they need to respond to feedback in order to move their learning forward.
 - Ensuring teachers consistently differentiate tasks effectively to meet the needs of all pupils particularly those who are more able.
 - Ensuring all teachers have a secure knowledge of attainment in each level.
- Further improve the quality of Collective Worship by:
 - Introducing more varieties and creative forms of prayer and worship to supplement the already strong traditional formats of prayer used.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils at All Saints' are proud of their religious identity and make an outstanding contribution to the Catholic Life which has a high priority across the school.
- There is a powerful sense of belonging and involvement from the pupils taking responsibility for many roles such as reception class buddies, playground buddies, school councillors, E-Cadets and Mini Vinnies. Pupils take full advantage of the opportunities offered to them and are happy to take a leading role in those activities which promote the school's ethos both within the school and the wider community.
- Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating exemplary behaviour towards adults and each other. The school's 'Golden Rule' supports and encourages this.
- Pupils are aware of the needs of others and seek justice, responding willingly to the needs of those beyond the school. They articulate their views with confidence explaining the purpose of fundraising for various charities including their sponsored Lenten collection for Willow Burn Hospice, the People's Kitchen, CAFOD and many more.
- Pupils and parents value the Catholic tradition of their school and are proud of it. Pupils throughout the school are regularly involved with both parish and diocesan celebrations and activities.

The quality of provision for the Catholic Life of the school is outstanding.

- The quality of provision for Catholic Life has the highest priority. The school's golden rule 'to treat others as we would want to be treated' is known and understood by all. This is lived out daily and the school is looking forward to developing this further linking with the youth mission planned in autumn 2017.
- Excellent relationships exist within the school community and all stakeholders are fully committed to ensuring the school is the best it can be. As parents said 'our children thrive here because of the inclusivity and family atmosphere – everyone is welcome'
- Pastoral programmes involving external providers such as the National Society for Prevention of Cruelty to Children, ViVa, pupil care and the parent support officer in addition to programmes provided by the school such as Lego therapy and Relax Kids ensure that all stakeholders' needs are met. Clear policies and procedures are in place therefore

the impact on both pupils and their families is significant.

- All Saints' has a vibrant and engaging learning environment apparent both in the classrooms and around the school itself, where focal points and displays linked to the churches seasons such as Pentecost and the rosary provide opportunities to reflect, pray and celebrate its Catholic character.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The leadership of the school in promoting the Catholic Life is outstanding. The headteacher, who is a very positive presence around the school, has a very clear understanding of Catholic education and the role of the Catholic school. She is embedding this very effectively throughout the school so that pupils, staff and parents recognise and support its realisation.
- The school's self-evaluation is given high priority and the leadership team have established a range of monitoring activities to provide clear and accurate evidence which is then used to successfully move the school forward.
- Parents are kept well informed about the Catholic Life of the school through weekly newsletters and the school website. Parents all speak very highly of the school: they have a clear understanding of the school's purpose and are very supportive of this. They are extremely proud of the school mentioning its 'open door' policy and the warm welcome from all staff.
- Governors know the school well and are fundamental in shaping both policies and practice. They are highly visible and regular visitors to the school with the Religious Education link governor running a weekly Rosary club which is very well attended.
- The outstanding leadership of the Catholic Life at All Saints' ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- Pupil's response to and participation in Collective Worship across the whole school is good. Pupils are at ease when praying with their school and parish community and their response in both large and small gatherings is both reverent and spiritual. As one pupil said, "It makes me feel at peace because I know that God will forgive me" after attending Collective Worship.
- All pupils from reception to year six act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in Collective Worship, liturgies, Masses and assemblies. They sing joyfully and respond positively to prayer. The school has planned to build on the mostly traditional varieties of prayer and continue to introduce more contemporary and creative forms across the school.
- Pupils prepare and lead worship with increasing confidence and enthusiasm and are building upon the opportunities given to plan and lead worship independently in a variety of contexts.
- Pupils have a good understanding of the Church's year and liturgical seasons and feasts appropriate to their age and ability.
- Pupils are at ease in sharing prayer experiences with those of different faiths and can clearly articulate the difference that a community of prayer has made to their own sense of identity, security and growth - "It makes me happy because I can pray wherever or whenever I want to" and "I like to pray if I've had a bad day, that tomorrow will be better."

The quality of provision for Collective Worship is outstanding.

- Acts of Collective Worship are central to the life of the school and a key part of every school celebration. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure it is regular and inclusive.
- Collective Worship is carefully planned and resourced using 'statements to live by' and the liturgical year. This year the school has also embraced the year of Oscar Romero into its worshipping life.
- Traditions such as the Rosary have a very high profile in the school, pupils are proud to be 'Children of Mary' and links with the parish have helped this to grow. Families are becoming more involved with pupil's religious development through weekly newsletters, travelling cribs during Advent and the Oscar Romero prayer bag being circulated at present.

- Focal points are evident in each class with well thought out resources. High quality displays around the school promote an ethos of prayer and provide good support for reflection. As one pupil said, "We can always take time-out to pray here."
- Parents, parishioners and governors are encouraged to share in various acts of Collective Worship when appropriate and many attend events which are timetabled throughout the year, for instance weekly liturgies in school and masses in the parish church attended by each class in turn.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders and managers have expert knowledge of how to plan and deliver quality Collective Worship which is modelled very effectively with pupils. They have a very clear understanding of the church's liturgical year and traditions which are shared with both pupils and staff enthusiastically. They are exemplary role models and are a source of knowledge and inspiration to others.
- Leaders recognise the importance of nurturing staff as well as pupils, consequently all feel valued. They prioritise the liturgical development for all in school and that time is devoted to this.
- Diocesan, cluster and in house training has been accessed by all staff to support formation in the development of their spiritual and liturgical understanding and development of skills.
- Collective Worship has been recently reviewed as part of the self-evaluation process. Leaders have sought the views of staff, pupils and parents. All responses are highly valued and used to inform the continual improvement in driving the school forward.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils enjoy and understand the value of Religious Education and are keen to do well, they have very positive attitudes and speak enthusiastically about their learning. "It's fun because we can explore reasons why we do things...it helps us live our lives properly". Behaviour for learning is extremely good and disruptions to lessons are unusual.
- Pupils make good progress, both in lessons and over time, across a range of skills and are developing well in their knowledge and understanding. The majority of pupils understand their targets and how to improve their learning further.
- Outcomes for pupils are good overall. Pupils make good progress through key stage one and this continues through key stage two. Pupils' books evidence a good standard of work, although there are inconsistencies across age groups and classes.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the high quality targeted support from staff.
- The majority of pupils attain in line or above diocesan averages at the end of each stage; year two, year four and year six.

The quality of teaching and assessment in Religious Education is good.

- The teaching in the school is good overall. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- Relationships between teachers and pupils are excellent and additional support in the classroom is used well. As a result most pupils and groups of pupils make progress over time, however the more able pupils require more challenge.
- Teachers use diocesan plans and guidance to deliver well planned activities through a range of teaching strategies which help pupils to develop and improve their knowledge and foster curiosity and enthusiasm for the subject.
- Within lessons time is usually used effectively to maximise learning opportunities. In some lessons activities are insufficiently differentiated to meet the needs of learners, especially in challenging the most able pupils.

- When marking books teachers do not provide sufficient improvement prompts and guidance as to the 'next steps' in learning consistently across the school. Pupils are not always given further opportunities to respond to feedback and improve pieces of work.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The new headteacher demonstrates and shares an ambitious vision for the school and for what every pupil and teacher can achieve. She inspires and supports the whole school community.
- Religious Education has a high profile in the life of the school. Governors are regular visitors to the school and are actively involved in the school community, for example leading a popular weekly Rosary club. They have a good understanding of the school's performance in Religious Education and offer both challenge and support. They ensure that all statutory and canonical responsibilities are well met.
- Leaders carry out monitoring and analysis of teaching and learning and the school improvement plan identifies clear steps for ongoing development.
- Effective tracking systems are in place and the school now has a more accurate picture of pupil achievement. Pupils are monitored to ensure they make progress both through the year and on an annual basis. The headteacher and Religious Education coordinator are working hard to ensure that assessment is used consistently and accurately across the whole school.
- Diocesan guidelines for Sacramental preparation are followed by all. This year the programme is being moved to year four to allow the pupils greater understanding of the commitment and importance of the Sacraments received.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

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| School name | All Saints' RC Primary School |
| Unique reference number | 114255 |
| Local authority | Durham |
| This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005. | |
| Chair of governors | Mr Paul Jackson |
| Choose School Leadership Type | Mrs Frances Stephenson |
| Date of previous school inspection | July 2012 |
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