



Section 48 Report

**All Saints' RC Primary School,
Lanchester**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: All Saints' RC Primary School

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School URN: 114255

Headteacher: Mrs Karen McKenna

Chair of Governors: Mr Paul Jackson

Inspector: Mrs Denise Kendall

Date of Inspection: 11 and 12 July 2012

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

All Saints RC Primary School is a smaller than average school of 131 pupils. The majority of children come from families in the ward of Lanchester which is economically and socially advantaged with the remainder coming from the more disadvantaged outlying areas including a traveller site. A smaller than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported at school action plus or those who have a statement of special educational needs is broadly average. Most pupils are of White British origin. The main exception is a small group of traveller children. Numbers on roll have risen rapidly since the previous inspection and are due to rise again next year. The headteacher and deputy headteacher have both been appointed since the previous inspection. Both were existing members of staff. Two newly-qualified teachers have been appointed in the last two years. Amongst many other awards in recent years the school has received the 'Basic Skills Quality Mark' and enhanced 'Healthy Schools' status. It has been appointed a Climate Change Lead School. It has a sister school in Liberia and links with a school in Goa. Links are developing with a school in Venezuela. These have contributed to the school holding International School Award status.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 131

Percentage of pupils baptised RC: 78%

Percentage of pupils from other Christian denominations: 19%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 3%

Percentage of pupils from ethnic groups: 12%

Percentage of pupils with special needs: 10%

Staffing

Number of full time teachers: 6

Number of part time teachers: 2

Percentage of Catholic teachers: 79%

Percentage of teachers with CCRS: 57%

Percentage of learning time given to Religious Education:

FS	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

All Saints', Lanchester

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic education

1

The school's capacity for sustained improvement

1

MAIN FINDINGS

All Saints' is an outstanding school with significant strengths. It is a welcoming school with a caring ethos. All staff work hard together to ensure that their pupils have the best possible care. Pupils enjoy coming to school. They are supportive of each other, work well together and speak proudly of their school. From starting school they learn how important it is to treat everyone with respect and understand what is right and wrong and the importance of forgiveness. They work well in lessons and have positive attitudes to learning. From average starting points all pupils make good progress and in some cases outstanding progress and outcomes for pupils are at least good overall. The quality of collective worship is outstanding. Pupils respond to prayer with reverence and respect. The promotion of spiritual and moral development is outstanding. The school is very much at the heart of the local and wider communities and has excellent relationships with the parish, parents and local schools.

The provision for Catholic education and collective worship is outstanding. Children are confident in contributing to and leading prayer and are reverent and respectful. The quality of teaching and learning is good with some outstanding features.

Leadership and management is outstanding. The headteacher and Religious Education (RE) subject leader have a strong sense of purpose and a clear view of the school's strengths and weaknesses. There is a well structured improvement plan in place which identifies the actions that need to be taken. The governing body is very supportive of the school and governors demonstrate an understanding of the strengths and weaknesses of the school. The school has developed a very good range of partnerships to promote Catholic learning and well-being and community cohesion is outstanding. The school's capacity for sustained improvement is outstanding in all areas. The school's own self-evaluation is accurate thus ensuring that strengths are celebrated and areas for improvement identified and addressed.

What the school needs to do to improve further

- Improve teaching and learning by ensuring effective marking is used consistently throughout the school in order to develop pupils' awareness of the next steps in their learning.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Outcomes for pupils are outstanding. They enjoy their RE lessons, have good attitudes and want to do their very best. On the whole pupils enter school with starting points that are broadly in line with the national average. However a minority of children do have starting points that are well below this. Pupils make good progress and achieve well in the foundation stage (FS). They continue to make good progress through key stage one (KS1) and pupils' attainment is above average by the end of this key stage. Assessment data indicates that standards of attainment for key stage two (KS2) are high with 85% of pupils achieving level four (L4) or above at the end of this KS2 and 25% of pupils achieving level five (L5). Pupils are challenged at the highest levels in all key stages and their knowledge and skills are developing very well according to their age and ability. There are no notable differences between groups of learners and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress. Older pupils are religiously literate and speak confidently about their work in RE. They are able to discuss how they apply their learning to their everyday lives and are given opportunities to explore the wonder of God's creation. Some pupils are aware of the progress they have made in RE and of their targets for improvement but this practice is inconsistent throughout the school and all pupils require further guidance and support in order to develop their awareness of the next steps in their learning.

Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They take advantage of the many opportunities the school provides for their personal support and development and are proud of their school. The welcoming ethos together with a culture of support for others enables them to contribute to the life of the school and wider community in many different ways including support for their sister school in Liberia. The pupils clearly understand what it means to live by Gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. They speak confidently about the different ways in which they support a range of charities. They appreciate their learning about other faiths and know that religion is important to many people whose beliefs are different from their own.

Pupils' response to and participation in collective worship is outstanding. They are able to plan and lead prayer and worship and clearly demonstrate their understanding of the Gospel message. They are reflective and focused during collective worship and from the earliest age pupils participate fully in prayer and song. There is a range and variety of prayer opportunities provided thus ensuring that prayer is at the heart of the school community. The pupils have a good understanding of religious seasons and festivals. Collective worship contributes positively to the spiritual and moral development of the pupils.

PROVISION

2

How effective the provision is in promoting Catholic education

The quality of teaching and learning in RE is at least good with evidence of some outstanding features. Teachers have good subject knowledge and this, combined with good planning and high expectations, ensures that all pupils make at least good progress. Where there are elements of outstanding teaching a good range of teaching styles are used. Lessons are well paced and good use is made of creative activities and role play. Good questioning techniques are consistently used to extend pupils' learning and this together with a broad range of quality resources ensures that good learning takes place.

Assessment is well developed and is an integral part of the planning process. Assessments are accurate and clearly demonstrate progress and attainment. Pupils' work is moderated regularly both within the school as well as annually as part of the diocesan process. Progress is tracked termly and this ensures that different groups of pupils achieve all that they are capable of. There is some evidence that the school is using the 'I Can Statements' to involve pupils in the process of assessment. However, all pupils would benefit from being involved in this process in order to ensure that they are all aware of their targets in RE. Effective marking is well developed in some classes but is not yet used consistently throughout the school in order to develop pupils' awareness of the next steps in their learning.

The RE curriculum is good at meeting the needs and interests of all pupils and fulfils the requirements of the Bishop's Conference well. The curriculum is enriched through a variety of imaginative and well planned strategies including the use of role play and drama which takes into account the learning styles and interests of the pupils. Through the RE curriculum the pupils are given many opportunities to learn about religion and how they can use the knowledge and skills they have learnt and apply them in their everyday lives.

The quality of collective worship is outstanding and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community and is inclusive and reflective. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many different opportunities are taken to ensure that pupils are able to participate in prayer in many different ways. Different styles of worship are offered and through this the pupils are being given the opportunity to lead prayer and worship within their classes. Collective worship has a significant impact on spiritual and moral development.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's leadership and management are outstanding. The headteacher and RE co-ordinator ensure that Catholic values are given high priority and together with the rest of the staff ensure that pupils experience a rich, broad and balanced RE curriculum. The leadership team gives outstanding support to the school community including governors thus ensuring that together they are very effective in supporting and developing the Catholic life of the school. They all demonstrate a clear understanding of the school's role in the mission of the Church and promote Catholic values and principles very well. The Catholic ethos underpins all aspects of the life of the school. Self-evaluation reflects effective monitoring and analysis.

The views of parents are taken into account through the use of a parental questionnaire which includes an evaluation of the Catholic life of the school. This results in targeted planning and actions which ensures continuous improvement in all aspects of the Catholic life of the school.

The monitoring and evaluation of the provision for RE is outstanding. The headteacher together with the RE co-ordinator are focused on raising standards and improving teaching and learning. They have effectively ensured that excellent monitoring and tracking systems are in place which impact on pupils' progress and attainment. These together with a well written action plan clearly identify planned improvements in outcomes for pupils. The RE co-ordinator has high expectations, keeps staff well informed and is very supportive, thus enabling all staff to deliver good quality RE throughout the school.

The governing body knows the school well and are valued members of the school and parish community. They understand their statutory and canonical duties and are very supportive of the headteacher and the school. They are knowledgeable and well informed about the school particularly in relation to matters relating to RE and the Catholic life of the school. They provide effective challenge and support and know what needs to be done in order for the school to develop further.

There are excellent partnerships with parents, parish and the wider community resulting in a variety of activities which improve the school's provision. These activities also impact significantly on pupils' achievement and well-being and notably promote Catholic learning.

The promotion of community cohesion is outstanding. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. There is a well established tradition of charitable service with a range of local, national and international organisations being supported through a number of activities. The pupils have a strong sense of inclusiveness and equality and demonstrate a clear understanding of Fair Trade issues organizing a Fair Trade tuck shop at break times. The school has developed excellent links with schools in Liberia and Venezuela which has further developed the pupils' understanding of cultural difference. The school has the International School Award at gold level. These initiatives ensure that the pupils respect difference, value diversity and that they have a good understanding of working for the common good.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well pupils achieve and enjoy their learning in RE	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' standards of attainment in RE	1
• the extent to which pupils contribute to and benefit from the Catholic life of the school	1
• how well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic education	2
• the quality of teaching and purposeful learning in RE	2
• the effectiveness of assessment and academic guidance in RE	2
• the extent to which RE curriculum meets pupils' needs	2
• the quality of collective worship provided by the school	1
How effective leaders and managers are in developing 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 and plan improvement to outcomes for pupils	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being	1
• how effectively leaders and managers promote community cohesion.	1