



## National Society Statutory Inspection of Anglican Schools Report

### All Saints' Inter-Church Voluntary Aided Primary School

County Road  
March  
Cambs  
PE15 8ND

**Diocese (Anglican): Ely**

**Diocese (Roman Catholic): East Anglia**

Local authority: Cambridgeshire  
Dates of inspection: June 22<sup>nd</sup> 2011  
Date of last inspection: 5<sup>th</sup> March 2008  
School's unique reference number: 110859  
Headteacher: Mrs Rachel Beeson  
Inspectors' names and number: Ann Williams (573) and Rosemary Barker

### School context

All Saints serves the town of March in the Fenland district of Cambridgeshire. Pupils are drawn from the whole town, with the 15 places allocated to faith communities being regularly over-subscribed. To ensure a balance within the joint foundation, the present headteacher is a member of the Anglican church, while one of the assistant headteachers is a Roman Catholic. Representatives from all local churches are regular visitors to the school.

### The distinctiveness and effectiveness All Saints Primary School as an inter-church Church of England/Roman Catholic school are outstanding.

That this is a truly Christian school, faithful to its joint church foundation, is immediately evident. Not only do vibrant and thought-provoking displays abound within corridors and classrooms, but the behaviour and attitude of pupils show that they have been taught, by example, to live according to Christian values. Differences between the denominations are sympathetically explained with the emphasis on working together in positive relationships and with mutual understanding.

### Established strengths

- The overt pride and acclamation of its distinctive role as an inter-church school.
- The inspirational leadership and shared commitment to Christian values of the whole staff.
- The positive relationships and mutual respect between all members of the school community.

### Focus for development

- To further encourage pupils' spiritual growth through more frequent opportunities for meaningful personal reflection.
- To formalise the monitoring and evaluation by governors of daily collective worship and the Christian life of the school.

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

The life of this school is firmly rooted in the Christian faith. As Christian role models, staff are instrumental in building positive relationships, and encourage tolerance and respect for all members of the community. Pupils learn to care for and support one another, and to have a thoughtful approach to spiritual issues. They willingly discuss their faith with insight and maturity.

Each child is valued as an individual and nurtured to become confident and articulate. There is targeted support within the classroom and a range of strategies to challenge every pupil. Achievements of all kinds are celebrated each week at a special assembly attended by parents and governors, and the whole school marks special occasions such as First Holy Communion.

The welcoming and inclusive family atmosphere builds self esteem, and is considered by all members of the community to be one reason why pupils feel secure and happy. Older children act as buddies to the new intake, appreciating how they were helped when they first joined the school. The clear code of conduct encourages positive behaviour and living according to Christian values.

Pupils express their concern for the needs of others both locally and worldwide by suggesting fundraising activities to elected members of the school council, who make the final decision. The eco council encourages respect for God's creation, and pupils show a mature awareness of environmental issues.

The curriculum is enhanced by numerous opportunities for every pupil to participate in a range of activities not only in school, but in the wider church and secular communities.

**The impact of collective worship and the liturgy of the sacraments on the school community is outstanding.**

Collective worship takes place daily either in whole school assembly and/or in classrooms where prayer is an important element of the everyday timetable. Prayer tables in each classroom provide a focus, but opportunities for personal reflection are not part of the regular routine. Local clergy sometimes lead worship, adding variety and enrichment. During the inspection, the awe and greatness of God was successfully explored at a level appropriate to the children's understanding with active and enthusiastic participation.

The church liaison committee, representing the different parishes, plans an effective worship programme for the school, with equal importance being given to both Catholic and Anglican liturgy and traditions. Good co-operation between these ecumenical groups working together and church communities sharing worship opportunities are strengths of the school. Holy Mass and the Eucharist are celebrated each term as well as special services linked to liturgical events and times such as Lent and Advent. A shared ministry by clergy helps pupils recognise that services and clergy follow different beliefs in some areas – communion for one group / a blessing for another. They know different prayers are said in different churches. The 'Crowning of Our Lady' celebration in May was enjoyed by the whole school community.

Staff have undertaken training to learn traditional Anglican and Catholic prayers and a school prayer book supports this knowledge. Children's own prayers and intentions are also an integral part of worship.

**The effectiveness of religious education is good**

Lessons observed were generally good with clear and relevant learning objectives and success criteria. Pupils engaged well with teaching and responded thoughtfully in oral sessions. Exploring the religious theme through drama and personal reflection particularly enabled children to grasp and articulate the ideas presented. Differentiated tasks and outcomes are matched to the differing needs of pupils.

Standards and progress in RE are good. A variety of recording styles and tasks are evident

in books and the personally decorated covers visibly demonstrate the special status given to RE. Work in books is consistently marked following the school's marking policy. Praise for ideas, effort and achievement abounds with occasional comments to aid improvement and develop greater understanding - an area the school is currently working on.

There is lots of evidence around the school that RE is more than just a discrete curriculum subject. Cross-curricular connections are seen and Christian ideas and principles underpin everyday life and actions. Pupil respect and responsibility is set in Christian values which they discuss with ease in School Council and Eco-school sessions. They were keen to explain the distinctive Christian character of their school through the statues, icons, pictures and prayers displayed.

A rolling programme of visits to all churches in March is in place for KS2 pupils supporting understanding of the differences and similarities of faiths through artefacts, icons, vestments and church furniture. A visit to the mosque in Peterborough enhances study of world religions.

The RE coordinator has efficient systems in place for monitoring progress and recording attainment. The tracking of both individuals and class outcomes enables meaningful analysis of teaching and learning, so that strengths and challenges can be identified. Continuous informal assessment, whole school work scrutiny and shared planning all contribute to consistent practice and marking.

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

The headteacher leads a strong and committed team with the ethos of the school and its church foundations visible in the behaviour, attitudes, respect and care shown. The whole community works together in an environment where prayer and Christian principles underpin the daily life of the school, supporting an ecumenical vision shared by all.

Parents choose the school because of its joint church foundation, appreciating the care and nurture shown to their children, and the Christian values, which are fundamental to relationships within the school community. They speak highly of the way in which any concerns are quickly resolved. Staff willingly undertake an extra role caring for pastoral needs with the Rainbow Club for vulnerable pupils and a parenting group to support families.

Governors are fully aware of their roles and strive to move the school forward in its Christian life, but at present do not monitor progress. The evaluation of the impact of worship is informal at present, and steps are being taken to put this on a more formal footing.

The church liaison committee is made up of foundation governors and representatives from local churches. They ensure cohesion between the two foundations and promote the inclusivity of the regular Mass and Eucharist services, which are well supported by parents and members from both denominations.

The school is prominent in a wide range of community activities and great effort is made to involve local church and secular communities in the life of the school. Of particular note is the support from the local prison, which made and donated a banner to be a focus for worship.