



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2005**

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE EDUCATION AUTHORITY

All Saints Church of England Primary School  
Bassett Lane  
Sapcote  
Leics  
LE9 4FB

**Inspection Date: 27<sup>th</sup> May 2010**

**Section 48 Inspector: Paul Stone**



## SIAS Report Form

<b>Name and address of school:</b>	All Saints Church of England Primary School Bassett Lane, Sapcote Leicestershire LE9 4FB
<b>Type of school</b>	Primary
<b>Status:</b>	Aided
<b>Diocese:</b>	Leicester
<b>LA:</b>	Leicestershire
<b>Dates of inspection:</b>	27 <sup>th</sup> May 2010
<b>Date of last inspection:</b>	26 <sup>th</sup> January 2007
<b>School's Unique Ref. No:</b>	120198
<b>Name of Head teacher;</b>	Mrs Kathryn Allsopp
<b>Inspector's name (with N.S. No):</b>	Mr Paul Stone

  

<b>Context</b>
All saint's primary School is situated in a village in Leicestershire. It is part of a federation with Sharnford Primary School and this partnership is working effectively. There is a strong sense of community within the village and the school community is a valued part of this. The pupils come from a range of socio-economic backgrounds with some children from traveller communities.

  

<b>The distinctiveness and effectiveness of this school as a Church of England school is satisfactory.</b>
Christian beliefs and values are central to the life of the school. The strong family feel to the school which all stakeholders value has a good impact on children's spiritual, moral, social and cultural development. The link with the school governors and church remains strong and is important to the school in encouraging and nourishing children's knowledge and understanding of Christian faith. The school is passionate about seeking ways to develop further and improve outcomes for children.

  

<b>Established strengths</b>
<ul style="list-style-type: none"><li>• The school's Christian ethos is embedded into all areas of life in this school.</li><li>• The willingness and drive of the leadership team to develop a strong Christian ethos in the school.</li><li>• The family ethos and support for all stake holders.</li><li>• The close partnership with the parish church.</li></ul>

  

<b>Focus for development</b>
<ul style="list-style-type: none"><li>• Increase pupils' involvement in planning and leading collective worship.</li><li>• Enhance the evaluation of the impact of collective worship on pupils.</li><li>• Provide more opportunities for children to reflect on their learning and share what they have learnt.</li><li>• Facilitate training opportunities for new staff to develop subject knowledge to enable better teaching and learning in RE</li></ul>

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

The headteacher, staff and governors see the school's Christian ethos as a vital part of school life. Care and support for pupils and staff are very good, reflecting the Christian values on which the school is based. Staff, parents and governors contribute to the warm, welcoming, inclusive and friendly atmosphere, in which pupils say they feel valued and safe. The many opportunities provided in and beyond the curriculum enable individuals and groups of children to assume responsibilities successfully and to develop their full potential. The school council plays an important part in helping them to evaluate different options and make decisions. Pupils' awareness and concern for the needs of others is encouraged, and they willingly help to raise money for a number of charities, such as the Tear Fund and Children in Need. Older pupils demonstrate care and concern for younger pupils, both in the playground and in lessons. The successful efforts to encourage and develop openness, honesty and a constant willingness to listen to each other leads to excellent personal relationships. The school environment is used well to encourage spiritual development and an appreciation of God's creation. The positive atmosphere of the school is enhanced by bright and interactive displays, often with RE and worship as their theme. A parent said that, "it's the small things that make you feel very special and part of the school."

**The impact of collective worship on the school is satisfactory.**

The growing emphasis on spiritual development is noticeable when the whole school gathers for worship. Children settle quickly, respecting others and allowing all to listen and reflect. In one act of worship the leader prompted focussed reflection which related well to what had gone before and took a minute of silence. The whole community responded in stillness, exemplifying good opportunities for spiritual development. The worship is inclusive, so that, although underpinned by Christian belief and practice, it is accessible to all, whatever their faith position. All teachers are actively involved and foundation governors often attend. Parents join special worship and celebration times strengthening the sense of community. The school is clear about the importance of worship, so it is planned with care, relating to children's experiences and fostering key values. Links with events in the Christian calendar are threaded throughout the year which together with the lighting of a candle strengthens understanding of Anglican practice. Children's views highlight a distinct frustration with some aspects of collective worship. They often mention that they were bored and collective worship went on too long. When asked about the purpose of collective worship, some children found this very hard to answer in a positive way. One boy, however, said, "It gives us a chance to think about others, remember how lucky we are and that Jesus is with us." The children explained how they would like to be more involved in leading collective worship and be part of evaluations to make collective worship more interesting.

**The effectiveness of religious education is satisfactory.**

Achievement in RE in some classes is good but is satisfactory overall. Instances of superficial marking indicated a lack of support for children to achieve the standards required. There was insufficient evidence of children's work and reflections with in RE. The areas covered reflected the needs of the school and national requirements but there were too few opportunities for children to develop reflective thinking. In some classes planning focused on topics to be covered with insufficient attention given to ensuring that teaching is exciting and well-matched to individual learning requirements. Teaching of religious education is satisfactory with the pace of lessons often preventing children from reaching their potential with not enough activities to stretch the more able. Although a variety of different teaching strategies are used in RE, sometimes effective opportunities for pupils to process their learning and to develop skills are not provided. The school is aware of these shortcomings and is taking appropriate action to address them. The newly appointed co-ordinator for religious education has already made good progress in reviewing current practice and is planning for more creative teaching. They have received support from a diocesan officer and have begun to develop teaching and learning in RE. However, developing teachers' expertise in assessment and how this can be used to develop teaching remains an important focus for development. Evaluation of RE takes place through a range of strategies but the school would benefit from team teaching opportunities and shared evaluations of work.

**The leadership and management of the school, as a church school is good.**

The headteacher's leadership is founded on Christian values and she plays a pivotal role in creating the warm and supportive working environment found in this school. The Incumbent and the governors offer the school encouragement and support, which has helped to establish the very close links and highly effective partnership between the school, church and the community; celebrating together and supporting each other. Parents are happy with the school and show this through questionnaire responses, support for all school activities, including those linked with the church and celebration assemblies. A parent said they felt that, "We feel part of the church community even if we are not regular church goers." The foundation governors provide strong support for the school. The governors do not, at present, undertake regular formal evaluation of the school as a church school other than an annual meeting with the RE and Collective Worship leader, although they attend collective worship and provide informal feedback. The head teacher has a clear understanding of the school's development needs ensuring that the school has an excellent capacity to improve further.