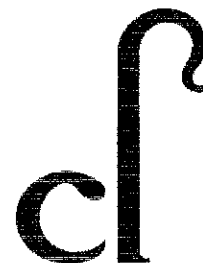


All Saints' CE Primary School

Slatefell Drive
Cockermouth
Cumbria
CA13 9BH

Diocese: Carlisle
Local authority: Cumbria
Dates of inspection: 28th June 2012
Date of last inspection: 3rd November 2008
School's unique reference number: 112272
Headteacher: Mrs Nicola Smallwood
Inspector's name & number: Stephen Wilfrid Mott 733



Diocese of Carlisle
Growing Disciples

School context

All Saints' school d has 185 full time and 26 part time pupils mainly from Cockermouth. It includes an over-subscribed Strategic facility for children with autism and provision is made for these children to be integrated within the main school environment where ever possible. Staffing levels are therefore high and there is a strong commitment to the learning needs of those with special needs. Almost all the children are from white British backgrounds.

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

The school has a safe, family feel and Christian values permeate the school. Pupils respond positively to adults. Mutual support between staff and between pupils is strong. All children, including those with special educational needs, flourish in this school which prides itself on its inclusivity and acceptance.

Established strengths

- The excellent relationships within the school;
- The purposeful and stimulating learning environment;
- The beneficial influence of collective worship on the life of the whole school community

Focus for development

- The leadership and management to measure the impact of their monitoring and evaluation of the school's distinctive Christian character and to embed strategic development;
- To enhance the school environment to promote spiritual reflection by everyone.
- To develop the variety on offer within worship to more accurately respond to the wishes of the pupils.

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

There are good relationships based on trust and care present throughout the school. Children feel confident and safe within the school. They say they feel valued and cared for and feel they can talk to an adult about any concerns they have. They are well behaved and polite. Children look after each other and there is a very high degree of understanding, co-operation and respect as a result of the policy to integrate those from the autism facility as fully as possible within the school. They respond very well to good behaviour based on Christian values modelled by adults. They explain how this helps them become better people. The Christian ethos enhances the spiritual development of pupils. Children were encouraged to explore spiritual responses to Christian values through the recent Spirituality Day, devised by the headteacher and parish priest with the help of governors. The school development plan

features a future "Easter Experience" event to be held in church. The pupils take responsibility for choosing charities to support and fund-raising. Recently this included raising money for motor neurone disease after the death of a neighbour of the school who had supported the children. The pupils identify the need to help others especially by involvement in the local community. The school choir sings at residential homes at Christmas and children take turns in serving community Lenten lunches. The children do not always make the connection between this and the Christian value of service. Religious education includes world faiths and multicultural awareness is promoted well. Pupils visited a Mosque in Glasgow and Hindu dancers have worked in the school. There is an active international link to a school in Ghana. Pupils and staff from Ghana are due to visit later in 2012. Christian values motivate the relationships within the school. Parents say that enquiries and concerns are dealt with quickly and without prejudice. The staff team is open with each other and readily share good practice. The school environment is stimulating and supportive of learning, with displays of pupils' work and stimulus material. There is a quiet area in the playground and a mosaic. There is a designated "singing stop" in the school grounds which complements the school's culture of singing. The potential of these for spiritual refreshment has not yet been fully developed. The hall and classrooms do not yet fully reflect the distinctive Christian values of the school nor offer opportunities for the children to reflect on the impact and consequences of the Christian character on their own lives.

The impact of collective worship on the school community is good

Pupils are consistently engaged in worship and join in with the activities with interest and enthusiasm. Opportunities for prayer and reflection are regularly provided and music often plays a part in the worship. The pupils readily volunteer to take on roles and relate well to the parish priest who regularly leads the worship. Pupils plan and take part in worship held in All Saints' church, but they would like to do more of this in school. They would also like to sing a more varied repertoire of songs. Children talk about worship with interest and can explain how worship helps them in their day to day lives, such as encouraging the older children to be good examples to the younger ones. The recent Spirituality Day led to a very powerful closing act of worship which the children spoke about with warmth and indicated how much it had meant to them. Increasing variety of practice and a growing awareness of Anglican tradition is shown by the use of Bible Story in Key Stage 1 and regular use of the Lord's Prayer. Children in Year 3 say prayers at the close of day but this opportunity is not extended across the whole school. Links with the local community are valued highly and are strengthened through delivery of the harvest basket and Easter daffodils to members of the community after worship. Good use is made of regular visitors to lead worship, including representatives of the local community, charities and other Christian groups. Worship is very important in the life of the school. It reflects and nourishes the school's ethos. Worship is thoroughly planned and evaluated, including by children. They also contribute prayers for specific occasions, but no collection of these prayers is kept. There is a link governor for worship and the governing body regularly review worship. Parents are invited to school worship which takes place in church such as at Christmas and on All Saints' Day and the newsletter keeps them informed of these events.

"It's about God, it's about teaching you lessons in life and morals, tells you how to live your life". Year 6 evaluation comment.

"If I could change it, I would make up a song for the story we've been told". Year 2 evaluation comment.

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

The headteacher and the governors have a clear understanding of the school's distinctive Christian character. Since the last inspection, the processes and structures are now in place to facilitate evaluation of the school as a church school. There is a link governor for both religious education and collective worship. Reviews of collective worship, religious education and spiritual, moral, social and cultural education take place. The provision for religious education is good and pupils' work is assessed. Most governors are involved in the daily life

of the school. The school self-evaluation includes details about new initiatives, such as a proposed After-school club to explore Christian values. Development planning takes place but is not always driven by a strategic vision of the school as a church school. The headteacher provides opportunities for her staff to undertake further training to equip them for working in church schools and the benefits of working in church schools are discussed in staff meetings. Individual members of staff have benefitted from in-service training (INSET) from the diocese which is shared with all staff. Leadership by children is expressed through a flourishing School Council which has led to practical changes to the school environment and evaluation, for example it has reviewed school worship and responds readily to comments made through the Suggestions Box. Partnerships with the community and All Saints' Church are strong, but fewer opportunities to explore links with other Christian churches have been explored. Governors recognise this as an area to develop There is an effective school-home partnership scheme which helps strengthen the links with parents. The newsletter keeps them informed about activities related to the ethos of the school.

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