

All Saints Interchurch Academy

URN: 139537

Catholic Schools Inspectorate report on behalf of the Bishop of East Anglia

27–28 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

3

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

CLM

1

Religious education (p.5)

The quality of curriculum religious education

RE

3

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

CW

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

No

What the school does well

- Leaders show faithful witness to the Church's mission and strongly support the Christian life and mission of the school.
- Pupils are respectful, kind and courteous to each other and are enthusiastic in participating in Catholic social teaching activities.
- Pupils, staff and governors express, understand and demonstrate the Christian values of the school.
- Leaders and staff provide excellent pastoral care, especially for the most vulnerable children.
- Pupils participate enthusiastically in the rich variety of prayer and liturgy.

What the school needs to improve

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- Improve the quality of teaching and learning in religious education, so that all pupils make better progress.
 - Develop, plan and implement an assessment system which enables teachers to track the achievement of pupils against the *Religious Education Directory*
 - Ensure the monitoring and evaluation of Catholic life and mission, religious education and collective worship are a central focus of governors' work.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

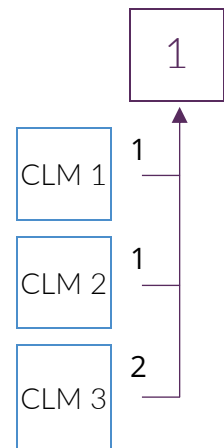
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at All Saints have a very strong sense of belonging, are happy and safe, and confidently say 'we care for each other, and this makes us better people'. Pupils champion the school's mission and values and actively live them out at school and in the local community. They care passionately for God's creation and Year 6 pupils through their 'Laudato Si' work completed a litter pick in a local park. Pupils show respect for each other and for staff and the most vulnerable pupils receive great care. A parent said 'it is the best school in March, the school has done all it can to help my child and support her needs'. Pupils understand by following the teachings of Jesus they are supporting one another and come closer to God. The school has lay chaplains from both the Catholic and Anglican traditions, and pupils welcome their input and actively engage in a variety of Catholic social teaching work with them. The older pupils support the younger pupils at lunchtime and are excellent role models for the school.

At All Saints Christ is at the centre, and the values of the school are prominently displayed around school and embraced by all members of the school community. The chapel is at the physical centre but also supports the daily spiritual life of the school. One parent said, 'this school has opened up the gates to God'. All Saints is an extremely joyful school and there is a family experience where all are treated as children of God. The school celebrates the rich traditions of the Church through its environment and displays and names each year group after Christian saints. The pastoral care of pupils is excellent, and every child is known by name and loved for who they are. Highly successful practice includes the provision of a nurturing centre for those who are unable to access the whole curriculum alongside their peers. All Saints has a broad and varied programme of activities to support and raise awareness of charities such as cafod, water aid, and the little princess trust. The lay chaplains have a positive impact in building pupils'

confidence and competence when delivering prayer and liturgy. Relationships, sex, and health education is sequential and taught across the school in line with diocesan requirements.

Leaders have a strong vision for the Catholic life and mission of the school, aim for the school to be a beacon of Christian faith, and are role models of Christian leadership. All Saints is proactive in its engagement with parents and most of them appreciate the support that the school gives to their child. Feedback from parents for the pastoral care and faith development of their children is positive. Leaders have a strong commitment to support the common good and one leader summed this commitment up saying 'he hoped as children leave this school they will continue to be guided by God and have a strong moral compass'. Professional development for staff is well planned and effective and supports the mission of the school. However, whilst the leadership team have a positive impact on the evaluation and development of the school, governors do not monitor, evaluate, or hold leaders to account effectively for the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

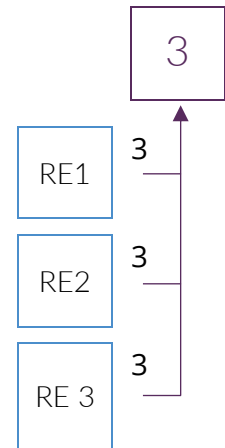
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are engaged and attentive in religious education and enjoy visits to local churches and learning about other religions. Pupils are most interested in topics that they can study in depth for example the Kingdom of God in Key stage 2. The best teaching is when pupils are challenged and questioning is adapted to the needs of individual pupils, this is not consistent in all lessons. Pupils do not always know what they need to do to improve their work as feedback does not guide them to the next steps on their learning journey. The school has rightly identified that assessment data for Key stage 2 pupils is not always accurate. Pupils are not provided with enough opportunities to extend writing in religious education as they are in other subjects. Pupils can work independently, however the limitations of the planned curriculum do not offer pupils opportunities to delve deeper and acquire subject specific religious vocabulary appropriate for their age group. Pupils work suggests that tasks are not adapted to their needs and ability, and as a result there is limited evidence of individuality and creativity.

Teachers subject knowledge is good as is their commitment to religious education. Teachers refer to aspects of Catholic life and mission within religious education lessons, thus enhancing learning. Formative and summative assessment procedures are not always robust, systems are not always accurate, and assessment does not always inform planning, which impacts on learning. Teachers provide pupils with feedback and celebrate pupils' efforts, however this does not always help with pupils understanding of how to make progress in lessons. There are not enough adaptive learning strategies to ensure all pupils reach their potential. Teachers use scripture in lessons and recognise the importance that religious education has on the moral development of pupils.

Leaders and governors ensure that religious education is taught in line with diocesan requirements. There is a range of professional development opportunities for teachers and the

new *Religious Education Directory* has been implemented in reception to Year 3. Leaders attend appropriate diocesan training to keep up to date with new initiatives in religious education. Religious education is classed as a core subject but is not assessed in the same robust way as subjects like English. All Saints has been through a period of turbulence this academic year, and this has impacted on the monitoring, evaluation and analysis of religious education. Monitoring activities have been undertaken by leaders and the governor responsible for religious education, but it is not systematic enough to have a positive impact on teaching and learning. The curriculum requires further development to ensure that religious education is the core of all core subjects. Pupils are given opportunities to visit local Christian churches and have planned visits from a local Jewish rabbi. These enrichment activities enhance pupils' learning and enjoyment of religious education. However, governors' self-evaluation of religious education does not inform future planning well enough to have an impact on the outcomes and provision in religious education.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

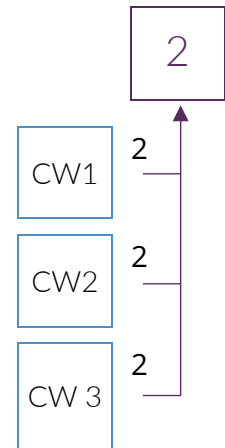
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils participate in prayer reverently and confidently, with responses, gestures and reflection on the issues and themes presented to them. Pupils' experience of prayer and liturgy allows pupils to participate in a variety of activities including scripture reading, drama, singing, saying traditional and spontaneous prayers and reflection. The chapel is used to create a calm and prayerful environment for many of these activities. From the very youngest children in pre-school, through to Year 6, pupils engage respectfully and prayerfully in class liturgy and prayer. Pupils say 'the school's collective worship programme helps us to pray for others less fortunate than ourselves'. Pupils can talk about the Church's liturgical year and recognise the differences in belief and practice between Christian denominations. Pupils are becoming more confident in planning and leading prayer both in the classroom and whole school prayer and liturgy, and although the number of pupils involved in the preparation of prayer and liturgy is increasing, this is still limited to a few. Pupils are very articulate about prayer and liturgy and can relate it to the mission of the school and to Catholic Social Teaching. Pupils who are members of the 'Faith Crew' base many of their activities on scripture and reflect and pray for others less fortunate than themselves.

Prayer and liturgy is central to the day-to-day life of All Saints. Leaders use of the Prayer and liturgy resources from *Ten Ten* have enhanced the provision for prayer and have given staff and pupils more confidence in leading prayer and celebrations. Scripture is a frequent aspect of most acts of worship and pupils are encouraged and reminded to read with respect and reverence. The lay chaplains are very skilled at supporting and encouraging the pupil 'collective worship team' to plan good prayer and liturgy. The school is very richly resourced with lay chaplains from the Anglican and Catholic traditions. Pupils receive formation on how to make the sign of the cross and on how to be calm and quiet when praying from a very young age. This continues

throughout the school so that by Year 6 pupils can plan and lead their own class prayer and liturgy with confidence and support of one another. Prayer spaces in classrooms and across the school are well cared for and reflect the liturgical year. Parents are regularly invited to attend services and many of them take up this opportunity.

Leadership and planning for collective worship are strong. All Saints has a comprehensive collective worship policy, a very detailed annual plan of provision and a weekly plan for prayer and assemblies. The impact of this policy is that collective worship is well organised and embedded across the school. Pupils are given a leading role in planning collective worship though evaluation of it is in the early stages of development. Staff appreciate the training they have received on collective worship and continue to receive regular support from the leader responsible for collective worship, and the lay chaplains. This training helps staff to lead a calm and prayerful pattern of worship throughout the day. The lead has attended all diocesan training on the new *Prayer and Liturgy Directory*, and this has enhanced their support for staff across the school. Prayer and liturgy are monitored by leaders, and they have prioritised a clear and strategic plan to improve this further. Governors, however, do not have enough impact on the monitoring and evaluation of collective worship and consequently do not provide enough professional challenge or strategic oversight.

Information about the school

Full name of school	All Saints Interchurch Academy
School unique reference number (URN)	139537
School DfE Number (LAESTAB)	8733383
Full postal address of the school	All Saints Interchurch Academy, County Road, March, PE15 8ND
School phone number	01354659000
Headteacher	Daniel Pickard
Chair of Trustees	George Hayes
School Website	www.allsaints.cambs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	All Saints Inter-Church Academy
Phase	Primary
Type of school	Joint Academy
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th June 2016
Previous denominational inspection grade	Good

The inspection team

Mr Tom Reilly

Lead

Mrs Helen Armstrong

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement