



All Saints' Catholic Primary School Lanchester

URN: 148610

Catholic Schools Inspectorate report on behalf of Bishop Stephen Wright, Diocese of Hexham and Newcastle
13–14 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the Diocesan Bishop

Yes

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

Fully

1

Compliance statement

- All Saints' Catholic Primary School is fully compliant with the general norms of religious education as laid down by the Bishops' Conference.
- All Saints' Catholic Primary School is fully compliant with all requirements of the Diocesan Bishop.
- All Saints' Catholic Primary School has responded and met the areas for further development which were identified during the last inspection

What the school does well

- The mission of All Saints' Catholic Primary School, 'Aspire not to have but to be more. To love Christ, listen to Christ, learn from Christ,' permeates through everything that the school does.
- School leaders are visionary, passionate and ensure each and every child is valued and loved as a unique person.
- Staff have a thorough knowledge of religious education and are able to articulate this in class.
- The relationships with parents, parish and community are very strong, and the school is regarded as a place of inclusivity. Everyone is welcome.
- The respect and reverence displayed during prayer and liturgy is truly inspiring, enriched by a wonderful culture of formal, private, and sung prayer.

What the school needs to improve

- Ensure that pupil contributions to the learning process in religious education are consistent across the school.
- Provide an approach to planning and evaluating pupil-led celebrations of the word that reflects the age and capacity of participants.

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

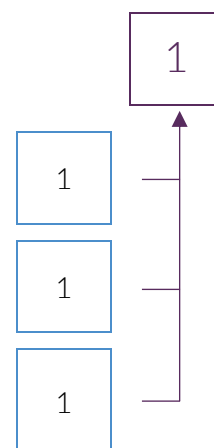
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school community at All Saints' Catholic Primary School takes immense pride in nurturing its relationship with the parish and the local community. Pupils actively demonstrate an understanding of their values and uniqueness, recognising that they are created in God's likeness. A thought-provoking statement from a member of the school council captured this perfectly, each child is likened to, 'just a little pebble in the hand of the whole of God's universe'. This profound perspective fosters deep respect for themselves and others among the pupils. Notably, pupils are able to articulate the distinct features of attending a Catholic school. They understand that their decisions can positively impact those around them, engaging in charitable initiatives such as food banks and the Cafod Big Lent Walk, with the guidance and support of school leaders during this journey. Many pupils succinctly described All Saints' as, 'a family of God', highlighting a sense of support and connection that permeates the school. Furthermore, pupils demonstrate respect for personal dignity and acknowledge the values of other faiths through various leadership roles, including being prayer leaders and buddies, enhancing their sense of community and belonging.

The school's mission statement expresses its core values and purpose, 'Aspire not to have but to be more. To love Christ, listen to Christ, and learn from Christ.' This statement serves as a vital guide for the community, emphasising Christ's central role, welcoming all regardless of faith or background, and celebrating diversity. The dedication of the staff is truly commendable; they act as role models, demonstrating respect and kindness towards pupils, parents, and colleagues. They view their roles as a calling and actively engage in various school activities. This ensures that every pupil, particularly the most vulnerable, feels valued and included in the school environment. One staff member noted that, 'In an increasingly secular society, I believe the team

at All Saints' enable the children in their care to meet and follow Christ through every minute of every day.' The relationships, sex, and health education curriculum is thoughtfully designed, integrating Church teachings through the *Ten:Ten* programme. This helps pupils grow into confident individuals with a strong moral compass. The school is also integral to and maintains an active role in parish life. The newly appointed priest expressed his gratitude, stating, 'The school gives the basic foundation and forms the children holistically, physically, socially, and spiritually.' Such involvement offers meaningful opportunities for the moral development of pupils, enriching their overall experiences in the community. The school is, as one staff member stated, 'simply filled with joy'.

Leaders and governors exhibit outstanding leadership in nurturing the Catholic life of the school. The headteacher and deputy headteacher possess a clear vision and deep personal faith, working diligently to ensure that everyone in the school community can enhance their spiritual journey. The church deacon regularly visits the school, offering guidance and support, while the governors actively engage with the community, making frequent visits to see the school's mission in action. Parents express glowing feedback about the school's mission and its positive impact upon their children. They appreciate the inclusive and supportive atmosphere that the All Saints' school community provides, emphasising that their children are granted significant opportunities to develop their faith. One parent remarked, 'The school has supported and continues to support my family through small daily acts of kindness. This community is without a doubt unique in the care it shows.' This endorsement reflects the commitment of leaders and staff to foster an environment where faith flourishes. The collaboration between the governing body, parents, and clergy underscores a shared dedication to enriching the spiritual lives of all pupils, creating a cohesive and flourishing community that prioritises faith alongside academic excellence. This holistic approach to education is invaluable for forming well-rounded individuals.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

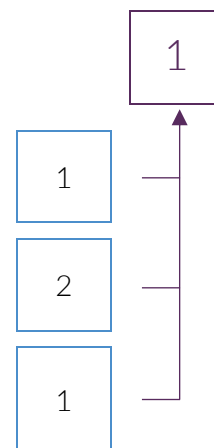
How well pupils achieve and enjoy their learning in religious education

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 in all year groups thoroughly enjoy their learning experience at All Saints', developing strong knowledge and understanding over time. They can confidently articulate what they have learned and possess a detailed understanding of relevant religious vocabulary, using it confidently in their tasks. For instance, Year 1 pupils spoke with clarity about Advent, emphasising it as a time for preparation and reflection. The engagement in learning across the school is commendable, with pupils demonstrating a clear understanding of their progress and how to improve. In a Year 2 lesson, total engagement was observed, resulting in significant development of religious literacy. This strong foundation sets the stage for deeper learning experiences. Pupils expressed enthusiasm stating that they, love learning about the Bible, highlighting their genuine interest in the subject matter. Teachers and teaching assistants effectively support pupils with complex needs, enabling them to consistently produce high-quality, creative, and original work. This is evident in their books across all classes, illustrating a diverse range of activities. The presentation of work in religious education is notably strong, with impressive outcomes for all pupils, including those with special educational needs or disabilities . This inclusive approach ensures that every pupil is able to flourish and grow in their faith and learning journey. Parents are positive about the quality of religious education provided for their children. One parent noted that, 'Even at such a young age, religious education is delivered to my child in such an appropriate and meaningful way. He enjoys coming home and telling us about what he has been learning about and has a clear understanding of the meaning of God.'

Staff at All Saints' collaborate effectively, benefitting from the support of senior leaders and the subject leader for religious education. This collaboration ensures that teaching remains at least good, with numerous examples of outstanding practice being evidenced in lesson observations and pupils' books. In classes where excellent teaching is observed, staff demonstrate a thorough

understanding of the subject and share their expertise with pupils, fostering a rich learning environment. However, there have been missed opportunities for pupils to develop their independent thinking skills in some lessons. While questioning techniques generally allow pupils to demonstrate their understanding effectively, this practice is inconsistent. Quality teaching showed staff encouraging pupils to engage in critical thinking and independent exploration, strengthening and empowering pupils to take ownership of their learning. Continuous professional development for staff shows some evidence of success, with the aim of reinforcing these practices further and ensuring a consistently high standard of teaching and learning throughout the school.

The religious education subject leader at All Saints' is truly passionate about her role and has played an instrumental part in the recent development of the subject. With high expectations for pupil knowledge, skills, and understanding, she strives for all pupils to leave the school as, 'Fully rounded children...who know what Jesus wants us to do.' She actively shares her inspiring vision for religious education with staff, fostering a culture of continuous improvement in teaching and learning. Leaders' clear understanding of the school's strengths and areas for development ensure that the subject progresses effectively. The religious education subject leader is provided with regular opportunities to monitor and evaluate the religious education programme through lesson drop-ins, work scrutinies, and discussions with pupils, as well as collaborating with other schools within the Catholic Education Trust. As teaching is monitored, staff receive valuable feedback that significantly contributes to positive outcomes for pupils. Furthermore, governors are kept informed about the quality of religious education in the school through insightful feedback from leaders, allowing them to support and champion the subject effectively. This collaborative approach promotes an enriching environment for both staff and pupils, enhancing their spiritual and academic growth.

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

1

Provision

The quality of collective worship provided by the school

2

Leadership

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

1

1

At All Saints', prayer is at the heart of the school, which beautifully reflects the vibrant faith community. The atmosphere is infused with peace and devotion, fostering an environment where spiritual growth can flourish. Prayer and liturgy encompass a diverse range of praying practices within and beyond the Catholic tradition, allowing pupils to engage deeply with their faith. Observations reveal that pupils partake in enriching experiences through scripture, music, reflection, and movement, catering to various learning styles and spiritual needs. By actively participating in planning and leading prayer and liturgy, pupils take ownership of their faith journey and inspire their peers to join in, strengthening their sense of community. The respect and reverence displayed during spiritual occasions are exemplary, supported by a culture of formal, private, and sung prayer. Witnessing the pupils' singing was a particularly moving experience. Parents greatly appreciate their involvement, recognising the positive impact it has on their children's spiritual development. Moreover, clergy consistently note the level of respect pupils exhibit during worship, highlighting the effectiveness of the school's spiritual practices. This deep commitment to prayer not only strengthens the pupils' faith but also enhances the overall community. It cultivates a nurturing environment where all can grow spiritually and emotionally, promoting harmonious relationships among staff, pupils, and their families, and ensuring that the values of respect and reverence are central to life at All Saints'.

The quality of prayer and worship at the school enhances the community's commitment to being still in God's presence, allowing pupils to reflect and express their own prayers. Parents appreciate the numerous opportunities for their children to practise their faith, noting the commendable offerings available. Prayer and liturgy are thoughtfully linked to the liturgical calendar, celebrating saints and important feast days, with pupils demonstrating a solid understanding of liturgical colours. Staff members show strong dedication, leading by example

in prayer and inspiring pupils. During the whole school celebration of the word, staff were fully immersed in prayer and shared their own faith journeys. However, inconsistencies in the provision of child-led prayer mean some pupils miss valuable opportunities to evaluate and develop their prayer leadership skills. The local priest and deacon actively contribute to prayer and liturgy, collaborating with the parish community to encourage pupils to engage as altar servers and readers. Pupils' experiences of prayer are further enriched by connections to their lived experiences, as they are given opportunities for prayer both inside and outside of school, such as in the prayer garden.

There is a clear and well-formulated policy for collective worship at the school. Leaders grasp how prayer evolves through age-appropriate participation, enabling pupils to develop their abilities and eventually support their peers in their faith journeys. Both leaders and governors possess in-depth knowledge of the liturgical year, which informs the school's timetable and highlights significant feast days and religious occasions celebrated throughout the year. Prayer and liturgy are thoughtfully structured, ensuring pupils can fully engage in important observances, such as Holy Week. Quality resources contribute to creating strong liturgical experiences, fostering a profound sense of community among the pupils. Parents and the parish are welcomed to many faith celebrations, with one noting that, 'We are regularly invited into school to be involved in prayer and it is wonderful to see how confident the children are in leading prayer, as well as being reverent throughout.' Moreover, the headteacher ensures that prayer and liturgy is included in her reports to governors. This allows governors to both challenge and celebrate the school's offer in this area, recognising it as a vital aspect of the school's self-evaluation process.

Information about the school

Full name of school	All Saints Catholic Primary School
School unique reference number (URN)	148610
School DfE Number (LAESTAB)	8403413
Full postal address of the school	All Saints Catholic Primary School, Kitswell Road, Lanchester, Durham, DH7 0JG
School phone number	01207520435
Headteacher	Frances Stephenson
Chair of local governing body	Paul Monaghan
School Website	https://allsaintslanchester.bwcet.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	1

The inspection team

Paul Craig
Megan Clark

Lead Inspector
Team Inspector

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