

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Bednall

Nr.Stafford

ST17 0SD

Diocese: Lichfield

LEA: Staffordshire

Date of inspection: 3rd-4th April 2006

Date of last inspection: 12th March 2001

School's U.R.N.: 124329

Name of Headteacher: Mr Ken Scott

Inspector: Mrs. J. Furlong 98

Context of the school

All Saints is a small, rural, village primary school, having some 74 pupils drawn mainly from the local villages of Bednall, Acton Trussell and Teddesley. The main building is 150 years old, sited next to the parish church on a restricted area, where over the years, space has been used to best advantage. A double classroom mobile has been added to meet the challenges of the curriculum and to support the growing numbers in the school, which reflect the school's popularity.

Summary Judgement

All Saints is a good Church school, with outstanding features. It is a delightful place to work and play. The school is outstanding in its established relationships throughout the school community, supported by the Headteacher's emphasis on personalised learning and the permeation throughout the school of the buzz phrase 'you can do great things'. This has had a marked impact on pupils' motivation to achieve.

Established strengths

- Relationships between pupils, staff and other members of the school community are outstanding, so that pupils are listened to, they feel valued, safe and secure and are eager to learn.
- Parental support for the school is outstanding. This contributes significantly to the curriculum experiences enjoyed by pupils, and their achievements.
- The motivation, direction and example given by the Headteacher over the last seven years is very good, so that this is a successful school.
- Links with the parish church and the Team Vicar are very good. Pupils are clear in their knowledge that this is a church school and that this makes a positive difference to their education.
- Communication via the weekly newsletter keeps everyone well informed about the life of the school, so that all can contribute.
- Pupil achievement is good, many reaching their personal and academic potential.

Focus for development

To further develop the Christian distinctiveness of the school:

- review the school logo, mission statement and motto, so that there is coherence between them, thus increasing their impact on the school community
- review the Admissions policy, in the light of the school's Aided status
- continue with plans to build a school foyer, to act as a focal point for the school's
- Christian distinctiveness as well as providing much needed space for entry
- enable the Foundation Governors to fulfil their roles of evaluating the impact and effectiveness of the school as a church school.
- Consolidate assessment procedures to raise standards in Religious Education, so that pupils are able to achieve their full potential.
- Despite space restrictions, further develop pupil involvement in worship

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Through its distinctive Christian character, the school meets the needs of all learners well. The successful relationships that pupils have with each other and with adults are the result of established Christian values that implicitly pervade the school. Pupils are able to articulate that the school is a happy school because everyone follows the example of Jesus; as one year 4 pupil said, 'He shows us how to behave'. Pupils not only learn about Christianity in Religious Education and in Worship, but also through the living faith of adults - the Headteacher and Team Vicar in particular. This gives credence to Christian belief and practice and helps pupils to identify their school as having a Christian character. Pupils feel safe and secure and talk with confidence about what they do and what they like about the school. One year 6 pupil said 'I like coming to school, we are all nice to each other and there is no bullying' and a year 4 pupil said, 'no one laughs at you'.

The school's size does have its restrictions, particularly for sport, but this is where parents are so supportive, both in providing transport to 'cluster' events and to other schools where halls can be accessed. Also in sharing their own expertise in the wide range of extra-curricular activities and outside events, which the school supports. The playground has recently been refurbished to a high standard to give pupils additional play facilities. The site itself has its own distinct charm and spiritual atmosphere, with the church and churchyard adjacent. Indeed, the church itself is well used for activity as well as spiritual development, providing the largest available space! The team vicar leads activity workshops at focal points in the Church's year, as well as times such as 'Christian Aid' for the whole community in the school and church. These can be seen as 'fresh expressions' of church, or as 'Church in a different form' as the vicar described them. Also valued is her commitment and expertise in leading school worship and teaching religious education, despite her heavy workload around the parishes, so that pupils are well aware of her role in school as a Christian.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is good. Worship is clearly a focal point in the school community and despite space limitations is enjoyed and valued by pupils. The family atmosphere generated by being together is a powerful symbol of belonging, which permeates also into classrooms and the rest of school life, so that pupils feel at ease with themselves and with their place in school, along with the idea and reality of God. Worship themes are in place, Christian festivals and rites of passage are celebrated (in the church for particular services, such as All Saint's Day, to which parents are always invited) and special class assemblies are held, also very well supported by parents. Pupils learn about the Eucharist, but don't yet have the opportunity to participate in a Eucharistic experience before they leave school. Their knowledge and experience of Anglican rituals in worship is limited. Pupils enjoy singing, writing prayers, and being involved in role play. Their ability to take responsibility for the organisation and delivery of worship is currently under-used.

How effective is the Religious Education in the school?

Religious Education is effective. Standards in Religious Education are in line with Diocesan expectations overall, with some good achievement for all pupils. Pupils are stronger in their understanding of Christianity than the other comparative world religions studied-Judaism and Islam. They are able to talk, some with confidence, about parables and know the meaning behind them, and the Christian festivals of Christmas and Easter relating them to the birth, crucifixion and resurrection of Jesus. They were less confident talking about Judaism and Islam and the beliefs held by adherents. However, the scrutiny of older pupils' written work revealed that their understanding of religious ideas and concepts was good overall, although the means of assessing this across the key stages was inconsistent. The school now needs to ensure that comparative religions are adequately written into the scheme of work to enable continuity of learning, and disseminate the good practice started in assessment, to ensure pupils achieve their full potential in R.E. A pupil questionnaire clearly showed that pupils were positive about their learning experiences in Religious Education. The lessons observed used a range of teaching and learning strategies, such as ICT, circle-time and the analysis of biblical texts. ICT

was particularly well used to motivate pupils to complete tasks at a good pace. Skills in reflection, empathy, questioning and expression develop consistently throughout the school. The value of evocative reflection was seen in a comment made by a Year 6 pupil about the symbolism of the bread and wine given by Jesus at the Last Supper – ‘ you will each have a piece of me in you’.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school is good. The Headteacher, Senior Teacher and Team Vicar play a major role in promoting the Christian character of the school. The Headteacher in particular should be commended for his drive and enthusiasm, which has been the most significant factor in the success of the school. He has appreciated the consistent support from the Diocese, and has always participated in diocesan events, such as ‘Open Door’. The team vicar is a Foundation governor of the school and a regular visitor, forming the link between the Parish Churches in Bednall and Acton Trussell and the school. The monitoring role of the Foundation Governors to evaluate the school as a church school is currently limited and needs to develop quickly to support the Headteacher in his very onerous workload in this small school. However, the Headteacher himself, has made a good start in implementing the new self-evaluation procedures which now form the major tool for school improvement and for informing Ofsted and SIAS (Statutory Inspection of Anglican Schools) inspections. Parents speak very highly of the school and the ‘parent voice’ and ‘pupil voice’ is being well managed, so that all stake-holders contribute to decision making in this successful, small family school.

SIAS Report April 2006 All Saints Church of England Voluntary Aided Primary School Bednall ST17 0SD