

National Society Statutory Inspection of Anglican Schools Report

All Saints Sudbury Church of England Voluntary Controlled Middle School

Acton Lane

Sudbury

Suffolk

CO10 0AA

Diocese: St Edmundsbury and Ipswich

LEA Suffolk

Date of inspection: 22 March 2006

Date of last inspection: October 1999

School's unique reference number: 124857

Name of Headteacher: Lesley Farrow

Inspector's name and NS number: Simon Windmill 182

Context

All Saints Middle school has 267 pupils from the town of Sudbury. Most pupils are of white British origin. The school has been relocated from the centre of town to the outskirts of Sudbury, a long way away from its church. The Headteacher was appointed in September 2005. All Saints is a popular school, and is well regarded by its community.

Summary Judgement

All Saints school's effectiveness and distinctiveness as a church school is judged to be good. The Self Evaluation materials have been used effectively to identify the school's strengths and areas for development, giving a secure base for further improvements.

Established strengths

- Relationships between learners and adults are good, making learners feel valued and special
- The school's Christian ethos and values play a significant part in underpinning school life
- Learners' behaviour is good
- Staff provide good roles models for learners

Focus for development

- Begin a detailed discussion with governors and staff of how All Saints' distinctiveness as a Church school can be developed and made more evident.
- Use this discussion to:
- Develop a deeper understanding of how learners' spiritual growth can be nurtured
 - Define the essential elements of Collective Worship and establish ways of ensuring they are part of every daily act of worship
 - Review the ways the school's Christian foundation is reflected through visible signs and symbols

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

The school's provision for meeting the needs of all its learners is good. Learners feel valued, special and secure. The Christian ethos and values have a good impact on the school, which is seen in the good relationships within the school, in its warm, welcoming and inclusive atmosphere, and in its charitable work. Staff are good role models for learners, giving good care and support for their personal development. Learners' behaviour is good: they are very pleased that behaviour has greatly improved under the new policy instigated by the Head. They value the Pupil Support Room, where learners needing 'time out' from the classroom, where a member of staff can give advice and support about controlling unacceptable behaviour. Learners enjoy many extra curricular activities, for example the very well attended Lunch Cru club, which offers a wide range of Christian activities twice a week. The school Council is valued by all as an effective means of sharing learners' views with staff and governors.

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

The impact of Collective Worship on the school community is good. Collective Worship is good. Its teaching content is good, being based on Christian principles and reflecting the main events of the Church year. It is marked as a special time by having a visual focus, such as a candle or flowers. Learners have a good understanding of the purposes of prayer, and know the School Prayer and the Lord's Prayer. Some would like more opportunities to lead prayer; others appreciate having the option not to pray if they so wish. Many learners willingly make good contributions to worship in class and house assemblies, but have fewer opportunities in whole school worship. Singing is not always a part of worship, so potential for spiritual growth through singing is lessened. Some learners want to sing in every assembly; others do not enjoy singing at all. A few learners do not regard some class and house assemblies as acts of worship. Church links are good: two Vicars take turns to lead worship once a week in half-termly blocks, and have a pastoral role in the school. The church is used for special services and other learning activities, but its distance from the school makes it difficult to use the church more. The school has links with churches in other countries.

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

Leadership and management is good . The head gives good leadership in promoting the school's Christian ethos, and has good support from the governors. She has instigated a thorough review of what it means to be a Church school, identifying three aspects of this review: to ensure all staff understand and make the most of opportunities arising across the curriculum which can help with learners' spiritual growth; to ensure all staff understand and include the key elements of Collective Worship when leading worship; and to find ways of enhancing the school's visual identity as a Church school. Under the head's leadership, the staff have shown a willingness to address these issues. The head has raised the profile of Collective Worship by giving the worship co-ordinator a regular slot at staff meetings. The worship co-ordinator has begun a review of the Collective Worship policy, to include improvements in the way worship is recorded, monitored and evaluated by the staff leadership team and Foundation governors. The school's self-evaluation is accurate, and the school is very well placed to make further improvements.

SIAS March 2006 All Saints Sudbury Church of England Voluntary Controlled Middle School
Sudbury Suffolk CO10 0AA