

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School

Wilford Road
West Bromwich
West Midlands
B71 1QN

Diocese of Lichfield

Sandwell LEA

SIAS inspection: 3-4 October 2005

Previous S23 inspection: 2 October 2003

URN: 103990

Headteacher: Mr. S Martin

SIAS Inspector NS 7: Mr. A. R. Gilroy

Context of the school

All Saints Church of England Aided Primary School has approximately 242 learners on roll, coming predominately from the Hateley Heath and Tantany estates, plus a number from privately owned houses. The school is of average size when compared to primary schools nationally, with around 29% of the learners coming from non-white European backgrounds. The school is regularly oversubscribed. When they arrive in reception, many learners have language and mathematical skills, which are well below average. The OfSTED Inspection in 2003 noted a number of areas for improvement. These were addressed and the June 2005 OfSTED inspection celebrated the work of the school in meeting the priorities. The school is now well placed to take on further developments. The All Saints Church has been in an interregnum for the past year, although a new incumbent has now been appointed. The school looks forward to developing a mutually beneficial relationship of witness and support when the new incumbent takes up his post in November.

Summary Judgement

All Saints Church of England Aided Primary School is a distinctive church school, which is inspired by the Gospel of Christ and is effective in developing the pupils' personal qualities and achievements. It is a special place which is calm and ordered and where young people can learn and flourish.

Established strengths

The school has strong Christian leadership, which permeates all aspects of school life. All learners from whatever background or faith are drawn into the school ethos of Christian love and respect for one another. Collective Worship is at the heart of the school's distinctive character. Pupils have a good knowledge of the Christian faith and are generally curious, questioning and reflective about the world around them.

Focus for development

Develop arrangements whereby the daily acts of collective worship are monitored and evaluated by governors, staff and learners. Review the allocation of time for Religious Education to ensure that all aspects of the new scheme of work can be taught. Develop the monitoring and evaluation of the new Religious Education scheme of work to ensure that pupils reach their potential, that high standards are achieved and that teachers have the time to explore the spiritual questions that the learners raise. Acknowledge importance of RE by placing it alongside the core curriculum subjects in the planning for the future development of the school.

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

Through aims which are rooted in Christian values, the school makes good provision for pupils of all abilities, gender, social background, ethnic background, faith background or other different group, to all aspects of worship, learning, personal development and spiritual development. The school is effective in nurturing the faith of Christian pupils, encouraging and educating pupils of other faiths in their faith and challenging and stimulating the interest of pupils with no faith. There is a weekly celebration assembly that strongly demonstrates the value of and commitment to pupil achievement in all aspects of school life. The school regularly provides opportunity for prayer and reflection in collective worship and at other times, such as the end of the day and lunchtime, which is valued by the learners.

The school has a positive climate of achievement. Teachers have high expectations of their pupils. Parents speak strongly of their appreciation of the involvement that they have in their child's education.

The school strongly promotes good relationships, safe practices and healthy eating through its PSHE&C curriculum, which is evident from the responsible attitudes and behaviour demonstrated by the learners. The learners have a good understanding of right and wrong and can explain the importance and reasons for good behaviour and that the concepts are based upon Christian teaching. Conflict and disagreement is dealt with fairly and with compassion, clearly reflecting Christian principles. Learners feel that they are listened to and that their views are taken seriously. They understand the school's process for raising issues and make good use of it.

The school explicitly promotes clearly defined Christian, spiritual, moral and social values within the curriculum, collective worship and other activities.

Whatever their religious faith, the learners' social moral spiritual and cultural development is good.

The school has a good record of charitable giving and support for people in the local community, which the learners speak about with compassion.

Relationships within the school community are characterised by Christian care and concern for others.

What is the impact of collective worship on the school community?

Worship occupies an important place in the life of the school and is a key element in its Christian witness. The school documentation (prospectus, mission statement, Collective Worship policy) shows that worship is important in the life of the school. Collective Worship is integral to school life and reflects and embraces the broad traditions of Anglicanism.

A variety of visual focuses are used for worship as well as for prayer and reflection.

There is a high level of interest in and a very positive response to Collective Worship from most learners, listening well, responding willingly, joining in the singing, prayer and reflection, and showing reverence and enjoyment. Learners make valuable contributions to Collective Worship that makes good use of their talents, intellect and experience. Learners look forward to the different forms, they enjoy and value worship, they see its importance to them personally and the life of the school.

There is a positive response to worship from adults, both staff and parents. Some teaching staff and other adults are normally present and take part as worshippers.

Learners speak strongly of the personal importance of Collective Worship to them and its impact upon their daily lives. Hymns and songs, prayers and affirmations, most of which are recognisably Christian and reflect the Anglican tradition, are appropriate to those present. They are related to the Collective Worship theme and contribute to the atmosphere. Learners are able to recite the Lord's Prayer and know it's meaning, they know about the Church Year and the key Christian festivals and enjoy the special acts of worship. They are familiar with and have experience of the local church. The impact of collective worship on the school is good.

How effective is the religious education?

Christian learners are nourished in their faith whilst those of other faiths are encouraged, valued and supported and those of no faith understand the challenge of faith. Learners are clear about why they are studying religious education (RE) and are interested in the subject and its relevance to them.

They are good at relating knowledge of religious belief to everyday issues.

RE is a respected subject in the curriculum and teachers successfully relate religious practice to everyday human experience, although this could be developed further.

Many learners show some interest and understanding of moral issues in religious codes, which they relate to personal experience. Some are curious, questioning and reflective about the world that they live in, spiritual issues and the moral challenges they face. Learners listen carefully to other learners' beliefs and views for which they demonstrate due respect. They work well producing good quality work in the limited time available.

Learners have and use a good vocabulary with which to express their understanding of and belief in religious teachings. Marking is usually related to the learning objective/s, regularly celebrates pupil achievement and occasionally indicates areas for improvement/development.

The teaching of RE uses the school's own syllabus, recently written by the enthusiastic RE coordinator, which is based on the diocesan scheme with additions from the QCA documentation.

This is a new scheme, which has only been in use for a few months. Teaching and learning strategies are mainly effective. Some monitoring and evaluation of RE takes place. The management of RE is satisfactory, but there are areas for development.

Whatever their own faith background learners enjoy the subject and acknowledge its relevance to their own lives.

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

The leadership ensures that all learners are secure in a well-ordered, purposeful and harmonious learning environment that is based on and reflects Christian values.

There are effective mechanisms used by the leadership to communicate the distinctive nature of school. Interpersonal relationships reflect the love, hope, sacrifice and redemption of Christ. Christian values are consistently promoted and reflected in behaviour and discipline.

Teaching and non-teaching staff feel involved and appreciated and relationships between all members of the school community are good. All the school community promote the Christian aims and ethos of the school.

Parents and learners feel that the school has a special quality that enables learners of all backgrounds to flourish as individuals.

The school strongly promotes its Christian foundation through the mission and aims statement and in symbols and images on printed material, signage and school uniforms, which is well known and understood by all the learners.

Learner's work regularly contains distinctive Christian content, whilst displays of work are an effective act of praise and celebration of achievement. Learners have a wide range of opportunities to develop leadership qualities appropriate to the Church school.

The leadership ensures that the classroom is a calm, interesting place where learners are encouraged to work well without distraction. All learners are given the opportunity to develop their full potential.

The school has successfully completed the issues raised in previous inspections and monitored the improvements.

Overall, the quality of leadership is good and contributes significantly to the success of the school.

SIAS 2005 OCTOBER All Saints CE VA Primary School, Lichfield, West Midlands, B71 1QN