

National Society Statutory Inspection of Anglican Schools Report

Laughton All Saints' Church of England Voluntary Aided Primary School

High Street,
Laughton en le Morthen,
Near Sheffield,
South Yorkshire,
S25 1YF

Diocese: Sheffield

LA: Rotherham

Dates of inspection: 28th & 29th June 2006

Date of last inspection: October 2000

School's Unique reference number: 106934

Headteacher: Mrs. Anita Burtoft

Inspector's name and number: Mrs. Joan Stratford

School context

This is a very small school with 85 pupils serving the village of Laughton and surrounding area, a mixture of rural and ex-mining communities. Some pupils travel from a distance away. Pupils are taught in 4 mixed age classes. Attainment on entry is mostly well below average. 40% of pupils have SEN. Almost all pupils are white British and from a wide range of family circumstances. There are no pupils of faiths other than Christian. A period of instability when experienced senior members of staff left and there was difficulty in recruiting replacements has been overcome. There is now a good team of capable enthusiastic teacher ably supported by committed non-teaching staff.

Summary Judgement

All Saints' is a satisfactory Church School with many strengths. Pupils are happy and value their school and the care shown to them. Christian values are promoted and pupils are encouraged to take responsibility not only for themselves but also for others. There are several recognised areas for future development, which should now be dealt with effectively in a more stable staffing situation.

Established strengths

- The effective leadership of the Headteacher, which has carried the school through a very difficult period.
- The outstanding provision for pupils with Learning Difficulties.
- Excellent standards of behaviour and good attitudes to learning of pupils.
- The very caring Christian ethos of the school in which all pupils are valued, made to feel special and are helped to flourish as individuals.
- The good working relationship with Governors, Parents, the local Church and community.

Focus for development

- Revision of Scheme of work for Religious Education (as indicated in the School Improvement Plan) incorporating materials available from the Diocese.
- To enhance the quality of Worship by providing music on CDs to enable the pupils to sing hymns and worship songs and to increase the level and variety of pupil participation.
- Formalise the planning, recording and evaluation of Collective Worship.
- Ensure that all Documentation acknowledges the school's Christian foundation.

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

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

Provision for SEN pupils is outstanding. Relationships are very good between pupils and staff and between pupils, all feel valued and there is a high quality of care in the school. Pupils' achievements are praised in awards assemblies and pupils respond by being committed to their work and having good standards of behaviour. Older pupils set good examples of care towards younger pupils and in the way they work collaboratively. Moral, spiritual, social and cultural development is good. Due note is

taken of the views of pupils and parents. Parents' evenings are well supported. There are good links with the local Church and community. Staff and governors run the 'Sunday Club' in school. A bell-ringing group has been started. Help is given in running Church events; the Garden Party is to be held in school the Saturday after the Inspection. Once a month pupils and governors hold a 'Community Café', when people can drop in for tea and cakes (often made by pupils at an 'after school club'). A wide range of after school activities is well supported. Support is given to local, national and international charities. Pupils acting as guides for my tours of the school and Church are knowledgeable about the history of both and make obvious their pride in both. Pupils speak very enthusiastically about their school.

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

The impact of Collective Worship on the school community is satisfactory with some good features.

Worship occupies an important place in the life of the school but it is unfortunate that because no pianist is available there is no hymn singing in the Collective Worship. This greatly detracts from the pupils' experience. There is little opportunity for pupils to contribute through readings, drama, prayers or music, but they listen attentively and respond to the worship and reflect. They all know the Lord's Prayer. When asked, "What tells you that someone is a Christian?" a child replied, "Inside their heart they have Jesus." Pupils are clear about the difference between collective worship and assembly. All staff lead worship and all attend which reinforces its importance. There is regular input from the Vicar, who obviously has a good relationship with the pupils and staff, and other visitors. Pupils have a good knowledge of the Church year and the key Christian Festivals are celebrated in Church. Three Eucharist services are held each year. Prayers are said at the end of the day in classrooms and Grace is said before lunch.

How effective is the religious education?

The effectiveness of religious education in the school is satisfactory.

The quality of teaching and learning is always satisfactory and often good. The organisation of the subject, including the planning, monitoring, evaluation, records and scheme of work are in need of a major review. The school is aware of this and RE is highlighted as a priority within the School Improvement Plan to be addressed early in the next academic year. Staff are in post capable of assisting with this. Good links between RE and PHSE impact positively on pupils' moral development. Much of the teaching observed involved pupils in discussion, in a lesson on 'Respect' all pupils felt confident about contributing, including the large number of pupils with SEN. Lessons nurture the pupils in Christianity compatible with the school's foundation but also teach them about other faiths. A satisfactory supply of artefacts for other faiths is available but more books are needed.

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

The leadership and management of the school are satisfactory and there is the necessary potential for improvement.

The Headteacher very capably led the school through the difficult period of staffing problems. The situation is now more stable and already signs of improvement can be seen. There is good evidence of the school's Christian foundation in its ethos statement and aims but insufficient in some of its other documentation. Parents are satisfied that the school provides a very caring environment, inspired by Christian principles, which enables pupils of all abilities and backgrounds to develop to their full potential. Pupils are aware of the implications of the school's Church foundation. There are plans to establish a school council. The governing body, which is well led, takes an active interest in and is supportive of the school. It is active in promoting the school in the local community.

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