

National Society Statutory Inspection of Anglican Schools Report

All Saints Church of England Voluntary Aided Primary School,

Warwick Road,
Leek Wootton,
Warwick.
CV35 7QR

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 13 December 2007

Date of last inspection: 2 and 3 December 2003

School's unique reference number: 130976

Headteacher: Mrs Sue Patterson

Inspector's name and number: Isobel Vale NS 327

School context

There are 123 pupils on roll aged 4 to 11. The school serves the immediate area and also draws pupils from further afield. Most children are White British and just over a tenth of pupils are from ethnic minority backgrounds. Currently the church is without an incumbent and there are systems in place to support the school including a named contact person.

The distinctiveness and effectiveness of All Saints as a Church of England school are outstanding

The outstanding partnership between the headteacher and governors is made even stronger by the excellent support and nurture provided by the church community. Children experience what it means to be part of a Christian community and they feel cared for and respected.

Established strengths

- Strong and effective collaboration between headteacher and governors who together strive for continual improvement
- Excellent partnership between church, school and local community
- High quality learning experiences offered to all pupils

Focus for development

- Maintain the established strengths
- Keep under review assessment in Religious Education, and support pupils further through focused comments on written work

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

All Saints has an explicit Christian ethos which permeates the many aspects of school life. Christian values underpin policy and practice and give rise to excellent attitudes to learning and behaviour. This is not just evident within the school setting but also witnessed by adults during services in church, the annual cathedral visit and other educational outings.

Pupils are happy and secure because *'we are told every day that we are special and unique.'* This affirmation encourages success and collaboration. Pupils all experience being members of school council, act as buddies to younger children and are also trained as peer mentors and mediators. Their regular support for a child in Madagascar and singing carols to the Blind Club in the village are just two examples of how pupils support the wider community. Pupils are very spiritually aware and can articulate what makes their church school effective. They know everyone is respected, appreciate the opportunities for prayer and reflection in the Peace Garden and elsewhere; and value the support, challenge and care they receive from adults in school. This is a school which celebrates its Christian status and lives out its faith on a daily basis.

The impact of collective worship on the school community is outstanding

The school provides a high quality of collective worship which is valued not only by pupils and staff but also governors, parents and other members of the local community who attend on different occasions.

A major review of collective worship has resulted in an excellent programme which includes a wide range of themes drawn from a number of sources. The themes reflect key Christian beliefs and include materials from the Anglican tradition. Other relevant material aims to promote pupils' social, emotional, and moral development. All acts of worship are recorded and evaluated and are providing very good opportunities for stretching pupils' learning as well as developing them spiritually. Pupils talk about the '*fun things*' that happen in worship: they enjoy drama, role play, singing, but they also '*enjoy listening to stories about Jesus*' and value the time for prayer and reflection - '*It helps to calm you for the day ahead*' so that pupils make the connection between worship and daily life.

During the inspection the worship theme was angels with all aspects of the assembly related to this theme. It was an inspiring occasion, beginning with the lighting of the candle, special greetings, stimulating questions and enthusiastic responses, role play, lively singing and appropriate prayer. All present were given a challenge, 'Can you be a messenger of God without being an angel?' It is not surprising that visitors as well as the school community find these occasions uplifting, encouraging, challenging and spiritually beneficial. The school hall is vibrant with displays: banners proclaiming the 'I am' sayings of Jesus, the life of Jesus mural, the prayer tree, the mini altar with cross, fish sign and praying hands. All these enhance the worship environment. Foundation governors are now more formally monitoring worship both in school and also in the church setting. Although pupils do comment on collective worship within a more general review of school life they have not had the opportunity to give their views more fully on this area. This aside, the school is providing something very special on a daily basis and also through visits out to other places of worship.

The effectiveness of the religious education is good

Pupils are very positive about their learning experiences in Religious Education, both within lessons and in their visits out of school. They recognise the importance of studying Christianity but also talk about the value of understanding other religions - '*it helps us to respect people.*' Based on pupil conversations, scrutiny of work and lesson observations, the overall quality of teaching and learning is good. There is some excellent practice in the Foundation Stage which has been recognised at local and national level.

Pupils are achieving high standards and many are able to reflect at a deep level. For example a recent visit from a member of the Sikh community challenged pupils to pose searching questions. They then undertook a similar exercise questioning the headteacher. Their written work demonstrates their capacity to reflect, evaluate and make comparisons between religions. Lesson observations witnessed older pupils exploring the inner meaning of some Christmas symbols while the Foundation Stage children role-played a Christian wedding. Alongside their obvious enjoyment, these young children displayed an impressive use of religious vocabulary. They know how to handle artefacts and objects appropriately. Stimulating displays of the Nativity, Divali, Hindu shrine and Hannukah within the Foundation Stage classroom in addition to others elsewhere in the school indicate the high profile of RE. This subject hugely contributes to pupils' spiritual and moral development and celebrates the Christian character of the school. Staff are very well supported by the experienced and effective co-ordinator who has made good links with the diocese and county. The special link with a school in Leamington is very successful, is proving beneficial on both sides, and contributing to community cohesion. The school has recognised the need to keep assessment under review in the context of possible external changes. All teachers are using the assessment grid to monitor pupils' progress. However, when marking work not all teachers relate their comments to the specific RE expectations. More consistency in this respect would help pupils to make even more progress.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher through her inspirational leadership, alongside the outstanding commitment from governors, ensures that the Christian vision is lived out on a daily basis. The church school affiliation is explicitly stated and celebrated in policies, documentation and displays. Everyone is fully aware: pupils know they are special in God's sight, staff feel valued, parents appreciate

links with the church and governors are clear that the Christian dimension makes a difference- *'here is an opportunity to meet with God.'*

The Foundation governors have recognised and acted on their responsibilities through training, school visits and self- evaluation. Since the last inspection collective worship has been reviewed and is now more formally monitored. The link with a school in Leamington through a focus on the RE curriculum impacts on both children and their parents. High standards in RE have been maintained. Although governors have not observed the teaching of RE they are kept well informed through the RE co-ordinator. RE is currently a focus in the school development plan illustrating the commitment of the school in keeping this already successful area under review. The partnership between the school, church and local community is outstanding. At present there is a vacancy for a parish priest but the church community has seized this opportunity to continue and extend their involvement. For example, regular joint services at special festival times, an All Saints celebration with an introduction to Holy Communion for the older children, the Light party, a holiday Bible club, and involvement in role play in the Foundation Stage. In short this is a church community which supports the school in prayer and action and a school which is centred in its community, living out its Christian values through welcoming, serving and sharing.

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