

National Society Statutory Inspection of Anglican Schools Report

All Saints' Church of England Voluntary Controlled Primary School

Tatenhill Lane
Rangemore
Burton-on-Trent
Staffordshire DE13 9RW

Diocese: Lichfield

Local authority: Staffordshire
Date of inspection: 1st February 2008
Dates of last inspection: 8th-12th March 2004
School's unique reference number: 124270
Headteacher: Mrs. Charlene Gethin
Inspector's name and number: Mrs. Heather Peake: 565

School context

All Saints' Church of England (Controlled) Primary is a small village school, drawing children from Rangemore village and the surrounding rural area. There have been significant changes in staffing and leadership in the last year, and the new headteacher has been in post since January 2007.

The distinctiveness and effectiveness of All Saints' Primary as a Church of England school are satisfactory.

The school has begun a thorough review of its distinctiveness and effectiveness as a church school and a new action plan is now in place. It is important to note that there have been considerable improvements since the last inspection, especially in this academic year, and many promising plans are starting to be implemented, which aim to greatly enhance the effectiveness and distinctiveness of this church school, in the very near future.

Established strengths

- The clear Christian vision, enthusiasm and commitment of the headteacher, supported by the foundation governors, and a pro-active governing body
- A caring and dedicated staff team
- Happy and secure pupils, who have positive attitudes to learning
- Strong school/church/village links which enrich the life and work of these communities.

Focus for development

- Develop a higher profile of All Saints' School's distinctive Christian character as a church school through all documentation and communication
- Fully implement the monitoring and evaluation programme to improve the quality of worship, including greater involvement of pupils, staff training, activating plans to use a wider variety of Christian leaders to enrich the provision of Christian worship, and to ensure a clear distinction is made between 'worship' and 'assembly'
- Provide more frequent opportunities to develop and explore faith, through weekly class worship and cross-curricular activities, to significantly enhance pupils' spiritual development
- Build on the good relationships with local church communities and schools, to implement ideas for united family church services and regular shared Christian activities/events, to increase experiences of the Christian faith and the Anglican tradition.

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

The action plan shows the school's positive steps to improve its distinctiveness and become more effective as a church school. The mission statement is successful in encouraging

'everyone to co-operate with others in a Christian, caring way, whilst fostering close links with All Saints' Church and the wider community'. The care and well-being of pupils and staff is paramount and parents value the school's care and provision for their children. Pupils are happy and secure, well behaved, friendly and helpful. Older pupils have kind, caring attitudes towards younger children; this was evident through the good practice of buddies for new pupils, help at mealtimes and sharing 'golden time' activities. The importance of these qualities was also fostered by the Year 1/Year 2 class teacher and teaching assistant during a circle time, where pupils happily shared their thoughts and feelings. However, links between moral and social values and the principles of the Christian faith are not made clear, therefore often limiting opportunities for spiritual development. The new spiritual policy clearly reflects the school's Christian commitment as it aims to foster 'personal and community prayer', 'a sense of God's presence permeating the life of the school, hearing His word spoken in Scripture', and a curriculum which creates a sense of awe and wonder'. However, like many planned and well-documented opportunities for pupils' spiritual development, implementation is still in its embryonic stage and needs embedding in practice. Moral, social and cultural development is good, and pupils have a good understanding of, and respect for, each other, other cultures and practices. There is evidence of learning about other faiths and comparing them with Christianity through interactive displays and RE work. It is apparent that Christian values underpin all areas of life and learning, reflected in the pupils' good behaviour and relationships. However, pupils would benefit from more individual experiences, directly linked to Bible-based Christian teaching through different media, to develop a deeper personal spiritual awareness and understanding. The presence of Christian symbols, Biblical texts, ICT presentations of pupils, including worship experiences, and colourful displays in the entrance, hall and some classrooms, are good examples of the school's efforts to share its Christian distinctiveness with others. However, many pupils lack a clear understanding of the meaning and purpose of the signs and symbols around them.

The impact of collective worship on the school community is satisfactory.

There is a regular pattern of worship which is planned on a two year cycle of weekly themes which are linked to special days, festivals in the Christian church calendar, Christian values and moral issues. Whole school and key stage worship is led by the headteacher and staff on a rota basis. Parents enjoy invitations to join in the weekly worship and celebration assembly. The vicar also leads worship in the church and school, fortnightly where possible but in a large benefice with five churches and four schools this is sometimes difficult. Special days and festivals celebrated in church are well supported by parents and community friends, like the Harvest and Remembrance day in Autumn, Nativity and Christingle at Christmas. A few parents also attend morning prayer/reflection fortnightly. The vicar talks to the older pupils about the Eucharist but they have no school opportunity to join in a communion service. As the church is next to the school, pupils and staff are familiar with the church building and recognise it as a special place of worship and a valuable resource, to discover Christian/ Anglican artefacts related to RE, history and design and technology topics, so enhancing spiritual experiences and knowledge. Plans to involve other clergy and youth leaders in worship seek to enhance pupils' experience of Christian/Anglican practice. Junior classes enjoy excellent experiences at Hanbury and Lichfield Open Doors. The school is also sensitive to the beliefs and traditions of those of other faiths, consequently there are no withdrawals from worship. Pupils talk positively about worship time, they enjoy singing, listening to Bible stories, and to hearing their own prayers, read out by staff. Pupils put their prayers on a prayer wall, situated in the reflection area, a small, comfortable corner in the hall, and there is free access to this special place throughout the school day: this is good practice. In a recent evaluation discussion, pupils said they would like to read their own prayers and this will be encouraged. The grace is said together at lunchtime, and there are prayers at home time in each class. Pupils shared occasions when they read or acted in plays during worship, it would be great for this to happen more often. Everyone loves the outdoor environmental area, a great resource for fostering a sense of awe and wonder.

The effectiveness of the leadership and management of this school as a church school is good.

The new headteacher has a clear Christian vision for the school and, together with the good support of the governors and the Diocesan advisers, is inspirational in leading the school forward to implement her exciting plans to highlight its distinctiveness and raise the standard

of effectiveness. This has already had an impact on the whole school family's attitudes to the school as a church school. The chair of governors and foundation governors, including the vicar, are keen to ensure the nature of the school as a church school is kept high on the school's agenda, and also give prayerful support, so the Christian character of the school is reflected in strategic thinking, planning and self-evaluation. The monitoring and evaluation programme for worship is now informing future planning and development, with recent informal meetings to share pupils' views and ideas, and planned staff Diocesan training in the summer term, all of which will aim to improve the quality of worship. There is good team spirit amongst the committed staff, two of whom only joined the school last year. They are keen to try new initiatives and join in activities. The school has recognised that some documentation, especially policy wording, does not always reflect their Christian character and vision, and this area forms part of the development plan. There are now extensive consultation mechanisms in place, a successful home/school/ church/ community partnership, and good links with local schools. These will prove invaluable in building interest and developing ideas for joint church services and Christian activities to increase pupils' worship and spiritual experiences. These opportunities are the next step in extending Christian community links, whilst giving vital support to local churches and supporting stretched human and financial resources in this large benefice. The school must be commended for its extensive fundraising support to All Saints' Church and a large number of local, national and international charities, resulting in pupils' clear understanding of Christian service to others.

SIAS Report February 2008: All Saints' Church of England (Controlled) Primary School,
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