

## National Society Statutory Inspection of Anglican Schools Report

### All Saints' Church of England Voluntary Controlled Primary School

Furlong Close,  
Alrewas,  
Burton on Trent,  
Staffordshire,  
DE13 7EF

#### Diocese: Lichfield

Local authority: Staffordshire  
Dates of inspection: 17.03.2008  
Date of last inspection: 08.12.2003  
School's unique reference number: 124231  
Headteacher: Mr Jeffrey Gray  
Inspector's name and number: Mrs Elaine Johns 284

#### School context

There are 293 pupils on roll aged 3 – 11. Nursery age pupils attend part-time. A very small number of pupils are from minority ethnic groups. The school serves a large village south-west of Burton on Trent.

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

One of the many special qualities at All Saints' is the deep respect demonstrated, one for another, in all aspects of school life. Very effective leadership, from the Headteacher through to the 'Young Leaders' in the playground, is a key to the school's success. The vision for the school is shared well and there is a real zest for continued growth and development.

#### Established strengths

- The children know they are part of a caring community which upholds Christian values. The desire to be responsible and thoughtful citizens is evident in their attitude to all aspects of school life.
- There are strong links with the local church through the Reverend John Allan and the Foundation Governors. The corporate desire to develop and promote the church foundation in new and vibrant ways is a great strength of the school.
- Consultation and dialogue with staff, pupils, governors and parents ensure that everyone plays an important part in the school's development. They are all guided and directed most sensitively by the resolve and dedication of the Headteacher.

#### Focus for development

- Further develop the worship life of the school community so that the opportunities for deeper personal response to a wide range of stimuli are increased.

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

The children readily talk about their peers, teachers and helpers in school with sincere care and concern. They strive to please, to be useful and to achieve; this is evident, for example, in playground games, in carrying out duties or in their animated telling of how they might be rewarded for good work and how they feel about it. Learners are earnest in lessons; they listen and respond well. Later, they demonstrate good recall, for example in their enthusiastic accounts of life in Tudor times or in their understanding of the atmosphere on the first Palm Sunday. Within the stimulating school environment displays support learning, celebrate achievement and challenge thought – for example in the study of the passion flower - as in several of the Easter themes in classrooms.

The spiritual, moral, social and cultural development of the pupils is noteworthy. Older pupils articulate the impact that each of these elements has on their values and deeper understanding of life. For example they know why the provision of a water pump, which they helped to provide, will make a huge difference to lives in a poorer country. Younger pupils, too, show great sensitivity - one said he thought Jesus would find it very hard to carry his heavy cross for such a long way.

All pupils are guided by the school's very effective policy on 'rewards and consequences'. Within a secure and trusting Christian environment they come to understand their own strengths and weaknesses – and how to cope with their responses and feelings. The School Council and class discussions ensure the pupils have a mechanism for sharing opinion, making changes and resolving issues or concerns.

There is an excellent range of opportunities for personal development – special brass lessons for Y4 & Y5, before-school 'Wake up, shake up' sessions, fortnightly lunch invitations to senior citizens, performances of music and drama and taking part in 'Open Gardens' being just a few examples!

### **The impact of collective worship on the school community is good**

Collective Worship is a special time in the school day at All Saints'. This is because there is good leadership of worship by the staff and incumbent, keen involvement by the children and an atmosphere of reverence. The programme for worship is well planned, giving the opportunity to be together as a school, key stage or class. Parents are invited to join in class assemblies in the hall, being keen to do so. Regularly, for special services, the children worship at All Saints' Church – children describe their sense of 'occasion' at these times, wanting to contribute well and enjoying Reverend Allan's inspiring manner. When each school day ends with classroom prayer, possibly the Lord's Prayer or one chosen/ written by pupils, older pupils comment that they find this is a good time to pause and reflect.

Elements of the Anglican tradition are taught and experienced; pupils understand the significance of the candle at worship and they know about some of the seasons in the church's year. They are helped to realise the centrality of the Eucharist through carefully planned RE lessons – from KS1 with the sharing of a meal through to the oldest pupils knowing the special significance of the Last Supper. The Reverend Allan works with the Worship Co-ordinator to develop this and other RE and worship themes.

Recently both staff and pupils have been able to express their views about Collective Worship in a survey. KS2 children talk of the times when they gather as a class or year group, being able to share more personal feelings at a deeper level than is possible in the whole school setting. In some classrooms the worship area might be given a higher profile to further encourage such responses. Again showing thought for others, the older pupils fully understand how important it is to be with the younger ones sometimes and that this sets an example to follow. There is now a clear view about next steps in the development of worship. Through this work the further impact and deepening of worship in its many forms and in different places might be explored – there is a most favourable climate for this to happen.

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

The Headteacher gives excellent leadership and by his example promotes a vision for the school which is firmly rooted in Christian principles. In addition, a great strength of the school is the effectiveness of other leaders within a carefully designed structure of teams which are open for any member of staff to join. One of these is the Culture and Ethos team. Working closely with senior management, governors and the co-ordinators for Worship and RE, the collaborative approach results in well considered and innovative planning. An example of this is the recent review of the worship programme, so that themes can be continuous in hall and class throughout the week. The co-ordinator is diligent in her approach to ensure the right level of guidance is available to staff.

There is a lively church-school relationship. For example, some pupils attend All Saints' Star Group and a Young Seekers group is planned. Foundation Governors keenly support and monitor all that happens. They are involved, energetic and positive, taking a wide perspective and sharing their varied expertise. The value of the individual, love for one another and mutual respect are high on their agenda. This is another key to the

distinctiveness of this church school.

There is a very clear embodiment of the Mission and Ethos statements of All Saints' school. Attention to detail is a hallmark of this most successful Church school – an example being the first rule for the youngest children at play: 'Play with kind hands'.

SIAS report March 2008 All Saints' CE (C) Primary School, Burton on Trent DE13 7EF