



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints Church of England (C) Primary School

Tatenhill Lane,
Rangemore
Burton on Trent
DE13 9RW

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Lichfield

Local authority: Staffordshire

Dates of inspection: 4 February 2016

Date of last inspection: 15 March 2011

School's unique reference number: 124270

Head teacher: Charlene Gethin

Inspector's name and number: Revd Alison M. Morris 759

School context

All Saints Church of England Primary School is a smaller than average primary school with 105 pupils. Virtually all pupils are from White British backgrounds with a small minority from minority ethnic backgrounds. There has been a gradual increase in the number of pupils eligible for free school meals, pupils with English as a second language and pupils with special educational needs. In April 2014 the school federated with Needwood CE (VA) Primary School. It now shares an executive headteacher and a governing body. The school was judged 'Requires Improvement' by OFSTED in March 2014. There has been significant change which has brought stability to the staffing since the previous inspection.

The distinctiveness and effectiveness of All Saints Church of England Primary School as a Church of England school are good.

- The distinctive Christian school vision, based on Christian values, is effectively promoted through the dedication and committed Christian leadership of the head teacher and leaders.
- The exemplary work of the vicar and church family enhances both pupils' and staff attitudes to faith and to their spiritual journey.
- Collective worship plays a key role in expressing the schools inclusive Christian character.

Areas to improve

- Create more activities for pupils to experience a wider range of Anglican rituals, symbolism and practice to facilitate their understanding of Christian diversity within the Anglican Church.
- Foster more partnerships and strategies which will allow pupils to encounter various lifestyles of different faith traditions and communities, so to deepen pupils understanding of living in a multi-faith and multi-cultural world.
- Consolidate and embed the established leadership and management structure for the future development of this school within the federation and beyond.

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

The distinctive Christian character and ethos in the school, which is immediately apparent, underpins and permeates all aspects of school life. All stakeholders worked together to identify and agree a set of core Christian values, clearly embodied in the motto, '*Hand in hand we love, learn and achieve*'. Focused displays and artefacts in the foyer visually express the school's Christian distinctiveness. High aspirations and expectations within a supportive culture motivate all pupils to achieve. The rate of pupil progress has improved and is good at or above national standards with current cohorts making good progress. Heeding caution with small numbers of pupils and good progress measures, attainment still needs to be improved. As a result emphasis upon academic improvement for all pupils to reach higher attainment is still a priority. The school now has a rigorous monitoring system which identifies pupils who may be underachieving or who are causing concern. Teaching and learning systems plus 'Nurture Intervention' programmes are provided to meet pupils' specific needs. Assessment for learning supports these systems. All pupils are valued as unique children of God and benefit from the nurturing and inclusive ethos. Explicit Christian values are rooted in the teaching of Jesus. Pupils live by the 'Fruits of the Spirit' (Galatians 5:22) which forms the distinctive Christian character to support a commitment to meeting the holistic needs of each child, supported by good pastoral care. Spiritual, moral, social and cultural development (SMSC), which has a high priority in the school development plan, is being nourished and challenged through this stimulating Christian community. Pupils are keen and eager to attend school because learning is fun, so absence is minimal. Some older pupils understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. The school has provided pupils with opportunities to take responsibility to make independent choices and guide their own learning. An effective school council allows them to contribute to decision making. Pupils feel safe and happy, secure in this loving Christian community which encourages the pupils to become confident, enthusiastic, lifelong learners. Pupils are encouraged to think about others and so participate in the mission of the wider community and worldwide church through fundraising, such as 'Blue Cross Animal Rescue.' Religious education (RE) makes a significant contribution to pupils' SMSC development, as belief matters in this school. Use of a well-structured 'Discovery RE' programme fosters a respect for Christian beliefs. It also partly develops some understanding of diverse communities and increases knowledge of Judaism and Islam. Creating planned opportunities to meet people of faith is an important next step. Very good behaviour is supported by a reward and praise policy based on Christian values and positive relationships in this Christian school. Enthusiastic and committed staff model core Christian values which enhances pupils' learning. Classrooms have Christian symbols, reflective areas, worship tables and displays which enhance opportunities for spiritual reflection. A peaceful and purposeful atmosphere is now promoting a learning environment which has the capacity to raise achievement for all pupils.

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

The school interactive website is exceptionally clear in explaining how worship is distinctively Christian whilst embracing pupils and staff of all or no faith background. Daily worship is distinctively Christian and evokes a sense of gathering with a strong focus on the person of Jesus Christ supported with Biblical material and emphasis on the Trinity. Pupils are keen to sing and pray within a distinctive spiritual atmosphere. Worship is inclusive, spiritual, accessible and Godly in its delivery. This helps pupils to understand the love of God, reflect on their everyday lives and beliefs and reinforces Christian values. Worship, through its moral messages, influences the pupils' actions and behaviour, creating a good learning environment. It also makes a good contribution to school life and pupils' spiritual development. Attitudes to worship are good because worship provides some meaningful experiences rooted in Christian beliefs and festivals, which are appropriate and significant to the pupils' needs, age, development and interests. Visual images, symbols and lighted candles are used well to encourage awe and wonder. Good use of props in the worship observed energised pupils' attention and demonstrated how we can respond to Lent. A significant development from the last inspection is that through the 'Worship Teams' pupils now have regular opportunities and more responsibility to be involved in the planning and delivery of collective worship. This enables growth in their leadership skills and enhances their spiritual walk with God. Prayer is a central part of school life; daily prayers written by pupils are supplemented with prayer responses. As a

result pupils are able to speak well about their faith and prayer life. One pupil said, *'God helps us to have an afterlife to direct us on our life – he sent His only Son to save us'*. Worship is planned using the Diocese of Ely resources, rooted in the Christian Liturgical Year. Weekly themes reflect Bible stories, Christian values and belief, British values and church traditions. Key Christian festivals are always celebrated in church which reinforces the spiritual link between the church and school community. Additional activities such as the weekly Christian Club greatly enhance worship experiences in both school and All Saints church. Drama and banner making was creatively used at the Harvest service. As a result one pupil said, *'We love the Christian club because it is exciting and we learn more about being a Christian'*. Substantial links with the clergy and foundation governors ensure Christian values are reinforced. Some Anglican traditions and practices are embedded in worship but knowledge of Christian diversity across the Anglican Communion is the next learning step for deeper understanding. Visits to Lichfield Cathedral foster pupils' understanding of their relationship within the diocesan community. Evaluating the impact of collective worship on pupils to inform future planning is now in place, but needs to be further embedded so that high quality worship can be ensured.

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

Commitment, resilience, dedication and the Christian vision of the headteacher have brought stability and consistency to this school. Governors and school leaders have additionally worked with energy and vision to develop an explicit shared Christian vision based on distinctive Christian values and beliefs, but which keeps the school identity within the 'Forest Federation'. The mission statement has been recently clarified to ensure that the distinctive Christian root of all learning is explicitly interpreted in the light of the new federation. A simple expressed vision for the schools is collaboratively worked through the two schools. Both chair and foundation governors are particularly supportive of the strategic drive to improve academic progress to move the school forward with clear priorities. The School Improvement Plan represents a significant step forward in the federation of these two schools. As a result learning is cohesive and outcomes as high as possible. Effective self- evaluation uses rigorous systems for data analysis with monitoring and evaluation of pupil achievement, which is successfully implemented through the standards committee. Governors also monitor and evaluate the school's progress as a church school, acting as critical friends in school improvement. Strategic professional development and succession planning is good. The appointment of the deputy head has brought a visible difference to the daily running of this school, especially the collective worship and spiritual well being of pupils. As a result, parents appreciate the improved quality of pastoral care. Foundation governors, through their substantial work, have made a distinct Christian difference to the school. Strong purposeful and effective partnerships exist with parents, the diocese, multi-agencies and the wider community which helps to meet pupils' learning needs. For example a joint project of a mock council meeting with the parish council and pupils has led to learning successfully about British values, citizenship and the democratic electoral process. All staff and governors have a clear understanding of future developmental needs. They take up training opportunities for leadership roles and make good use of diocesan training courses. Parents say that the school is very supportive of their requests; issues are dealt with quickly and efficiently. They greatly value the exceptional school and church link and appreciate the strong sense of a Christian family. Relationships with parents are very positive, enhancing pupil learning. They know their children are happy in their learning, which is enhanced through additional activities such as music, sports and drama lessons. Pupils have a sense of Christian identity and are starting to think globally and to be culturally aware of their wider responsibilities within a multi-faith and multi-cultural society. Effective link strategies include a link in Uganda with the Little Angels Primary School.