



## National Society Statutory Inspection of Anglican and Methodist Schools Report

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

Furlong Close  
Alrewas  
Burton on Trent  
DE13 7EF

**Diocese: Lichfield**

Local authority: Staffordshire

Dates of inspection: 27<sup>th</sup> June 2013

Date of last inspection: 17<sup>th</sup> March 2008

School's unique reference number: 124231

Headteacher: Mr Jeffrey Gray

Inspector's name and number: Marianne Phillips 586

#### School context

The school serves the villages of Alrewas, Orgreave and Wychnor and has very close links with All Saints Parish Church in Alrewas, from which it derives its name. Numbers have increased steadily over the past 12 years, since the present headteacher was appointed and now stand at 325, which includes the nursery. The pupils of the school are predominantly white British and come from favourable socio-economic backgrounds.

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

The school has "*Jesus at the heart of everything it does*" and the clear, explicit Christian values drawn from Jesus' teaching are lived out daily. As the minister articulated "*the love of God made real in Jesus is the spiritual energy of the school*". This generates a positive learning environment that encourages all to "*Believe to Achieve*".

#### Established strengths

- The strong, Christian witness of the headteacher, minister and other key adults that reinforces the centrality of Christ, to the school family and community, daily.
- The caring, Christian relationships that nurture and support the pupils, their families and the staff, building a sense of team, underpinned by the Christian values, that guide and influence school life.
- The emphasis on prayer and reflection that encourages individual members of the school, regardless of age, to be responsible for their own actions, and to draw upon the guidance of God, to bring a sense of calm and purpose to their lives.

#### Focus for development

- To extend the work of the 'Young Leaders' and the 'Collective Worship Committee' into work as 'prayer and worship leaders' to help them build confidence and an understanding of:
  - a 'right relationship with God';
  - a belief in the Father and the Spirit;through focusing upon Jesus as a role model and a guide.

- To ensure the plans for the implementation of the new primary curriculum in September 2014 encompass the Christian distinctiveness, culture and ethos of the school and place the school's Christian values at the front of curriculum design and delivery.

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

All Saints is a highly successful school that is outstanding at meeting the needs of all its pupils. Academically, its effectiveness in challenging and supporting all abilities to attain their full potential, has been sustained above local and national averages, since their last inspection in 2008. As pupils from the school council emphasised, *"our teachers support all abilities in our classes and we feel challenged to do our very best"*. Data for 2012 showed a dip, below local averages in writing levels, for pupils attaining level 2+, bringing them in line with national averages, at the end of year 2. School leaders noted this and very quickly put into place a range of interventions to address the situation. These have been very effective and 2013 outcomes show upward trends in all subjects, but particularly writing and reading, placing the school well above national averages once again at the end of both Key Stages. Pupils with special educational or emotional needs are also enabled to be successful learners, through the nurturing care and quality teaching provided. One such pupil, who is a looked after child, has progressed in writing from a level 1a to level 3 over the past year, confirming how important a caring, stable environment and strong, supportive relationships are to successful achievement. The spiritual, moral, social and cultural development of pupils is also making a difference in their lives. Pupils from the school council, sharing their experiences and understanding of the Eucharist, could relate maturely to the symbolism of the wine and bread linked to the blood and body of Jesus. They had explored the roots of sacrificial blood back to the Old Testament and had understood how Jesus had shared the Eucharist with his disciples during the Last Supper. They had also shared with the minister a symbolic service in their classrooms, but were keen to emphasise that *"it was blackcurrant juice and a biscuit, because we are too young for wine"*. The work the minister does in all classes building knowledge and understanding about core Christian beliefs relating to the Eucharist, Trinity and Baptism is very influential and effective in developing the pupils' spirituality and knowledge of Religious Education (RE). He links very closely with teachers ensuring the RE is tailored to the needs of the individual regardless of age or ability. As one year 6 pupil noted, *"John is careful not to frighten the younger pupils when he talks about blood and things, but we are old enough to know the full story"*. The pupils are developing into conscientious young citizens, engaged with and contributing to their school, local and global communities. They have opportunities, through their RE curriculum to visit the Buddhist Temple, Alrewas church, the Methodist church, Derby Open Centre and Lichfield Cathedral. In addition, visitors and experiences of different faith services open up the curriculum to enable them to develop an understanding of their place in a diverse world. Their outreach, encouraged through their commitment to the Christian values of the school, generates fund raising and financial support to local and global causes and demonstrates how they live out Christ's teaching of love and appreciation of 'neighbour'. These are just a few, of many examples, where the Christian distinctiveness of the school is molding the lives of its pupils, preparing them for their future lives as children of God.

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

Collective worship, at All Saints, is good. It has some outstanding features, particularly in the way that adults leading worship take the opportunity to witness to the importance of Jesus in their lives. The two acts of worship observed evidenced the centrality and importance of worship to the life of the school and encouraged pupil participation in the process. Jesus as *"the light of the world"* and the understanding that *"Jesus wants us to be the salt and light to others"*, was made clear in the KS2 worship and *'What would Jesus do (WWJD)?'* considered in relation to real life scenarios in KS1. The school has established, within the hall and classrooms, an array of artefacts, visual images and symbols to support and enrich their distinctively Christian worship. Jesus is real and pupils are encouraged to find out about Him. RE and collective worship provide vehicles for this exploration and are closely linked. In their 'P4C' and other creative opportunities such as the minister's *"investigative reporter session"*, pupils raised questions such as: *"Is Jesus alive now? Did Jesus make mistakes? Why was the cross chosen as a punishment for Jesus? How did Jesus feel after healing or resurrecting"*

someone?" These, and the other questions, are to be investigated through support from the minister in his weekly worship. The pupils of the school think "*worship with the minister is good...he makes it fun and interactive and he doesn't just talk at us...the songs he plays are good too*". When asked about their role in worship they share enthusiastically that they, "*lead class worship and suggest ideas for whole school worship*". This attitude, alongside their growing knowledge of RE and world religions, provides a strong basis for them to have more opportunities to take the lead in all worship, building on their 'young leaders work' and Collective Worship committee responsibilities. Prayer and reflection are key aspects of worship and the life of the school. The pupils think that prayer is important. They believe through prayer they, "*tell God we are thankful for what we have and ask Him to help the poor and guide us.....speak to God because He's always right beside us.....calm down when we are angry and God helps us make the right decisions....can keep focused on what we want to say to God through the WWJD bands we wear*". The worship co-ordinator is always trying to find ways to engage and interest the pupils and develop their spirituality. One way is through their well planned worship themes and effective formal and informal monitoring of the quality of worship to find out what pupils like in worship. The newly introduced 'Prayer Stones' have been enthusiastically received by the pupils and they are effective in supporting their prayer focus and enriching their worship.

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

The explicit, Christian witness of the headteacher, minister and other foundation governors and staff, is outstanding in ensuring the school maintains and develops its distinctive Christian character. Their shared vision is driven through a clear focus upon 'living out' Christian values, chosen by the pupils, through their opportunities to learn about Jesus as a role model. These values and vision, together with the school motto 'Believe to Achieve' are key aspects of the school's Christian DNA that provides a rich and consistent message, that is effective in equipping pupils with the confidence to speak clearly about God. Quality teaching and support effectively drives achievement and progress. This is further enhanced by regular and focused assessment, tracking, monitoring and intervention by school leaders and subject co-ordinators. This ensures any achievement gap is addressed and narrowed to enable all pupils, regardless of age or ability to make better than expected progress. RE and collective worship are used well to facilitate the spiritual, moral, social and cultural development of pupils. There are very clear opportunities planned to ensure pupils grow in their understanding and relationship with Jesus. Other faiths are explored and school leaders have developed links with schools in Africa, Europe and this country to expand the pupils appreciation of the diversity to be explored in the world they live. The links with the church and the work of the minister enriches the worship experiences and impacts on the spiritual development of the pupils and families of the school. The pupils are proud of their school and say they are fortunate to be members of a church school because "*they learn about Christianity, have opportunities to write their own prayers and have regular opportunities to think about God*". Parents speak very enthusiastically about the school. They feel they are, "*welcomed and are connected in partnership with the school*". They are encouraged to support the work of the school and enjoy attending worship, which they feel is special. The 'team' approach, adopted by the school, builds future leaders, who have been immersed in the ethos of a distinctive church school. They are also aware that with the implementation of a new curriculum in 2014 they will need to be diligent in using the changes introduced to further drive and develop the school's Christian distinctiveness. In this way and in all aspects of the work it does, All Saints is investing in the the future lives of the pupils, families and community it serves.

SIAMS report June 2013 All Saints CE (VC) Primary School, Burton on Trent, DE13 7EF