

All Saints Church of England Voluntary Controlled First School and Busy Bees Pre-School

Church Lane,
Standon,
Staffordshire
ST21 6RN

Diocese: Lichfield

Local authority: Staffordshire

Date of inspection: 13th March 2013

Date of last inspection: 25th November 2008

School's unique reference number: 124274

Head teacher: Mrs. Nicola Mulliner

Inspector's name and number: Rev. Alison Morris 759

School context

All Saints Church of England Controlled First School is a small rural primary school situated in the village of Standon. Its attractive location and grounds have been utilised as a learning resource. The school currently has 54 pupils on roll and a pre-school nursery, Busy Bees with 11 children. The majority of pupils are white British with 2 Eastern European pupils. Since the last inspection the school has had leadership changes. The recent head teacher has been in post for nearly 7 months.

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

Strong Christian values underpin all aspects of the school's life. This has a positive influence on pupils' attitudes, behaviour and relationships. The creation of a safe and secure community ensures that the pupils mature spiritually and personally. A significant link between the church and school enhances its distinctiveness as a church school.

Established strengths

- Strong leadership from the head teacher effectively fosters a Christian caring school community.
- Positive relationships between all staff and pupils make this a happy school where pupils feel valued, motivated and safe.
- The significant contribution of the rector to the spiritual life of the school is supported by the close relationship with All Saint's church.

Focus for development

- Foster more partnerships and links which will further enhance pupils understanding and prepare them for a multi- faith and multi –cultural society.
- Embed the formal monitoring and evaluation of collective worship by involving pupils and foundation governors.

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

Christian values have a significant impact upon all aspects of school life supporting pupil's spiritual development. One parent said – '*Spirituality is alive and is the heartbeat of the school*'. The school's Christian vision is clear to both pupils and staff. Pupils understand what it means to be a pupil at a church school and make some link to Christian teaching in the Bible. One pupil said – '*God is bigger than space*'. Pupils understand their role to be responsible citizens as shown by the range of pupil responsibilities such as the Rainbow Warriors and also in their fundraising activities for charities such as Marie Curie Daffodil appeal 2013. The school council affirms pupils and allows 'pupil voice' to influence school practice. A good example is the bid to the Parish Council for playtime resources for co-

operative play and team games. Good relationships exist in the school. Staff are good role models who live out Christian values. Pupils are respectful, resilient, self confident, and behaviour is good. A culture of praise and reward is present throughout the school. As a result pupils feel safe, are keen to attend school, eager to learn and take initiative. Pupils and parents feel welcomed and valued. One parent said, '*The Christian ethos of the school is a significant factor in our decision to send our children here*'. Both pupils and parents are confident of transition and support structures for help as issues are dealt with quickly and fairly. Parents praise the 'family' feel of the school and after school clubs. One parent said – '*My children are confident of their place in the school 'family*'. Parents believe that the needs of the learners are met and pupils make progress. Religious education (RE) contributes to pupils' spiritual, moral, social and cultural development. Religious education (RE) encourages pupils to be respectful and self aware beyond themselves. A good example is when one child said '*How can God hold it all in his hands?*' Classrooms have Christian symbols, wall displays and artefacts. Prayer corners are used in classrooms and the school environment including the 'Bayleaf garden' makes a significant contribution to opportunities for spiritual development.

The impact of collective worship on the school community is good

Collective worship is received enthusiastically. Pupils enjoy worship and are engaged throughout. They are keen to sing and pray, speaking positively about worship. One pupil said, '*I like praying to God*'. Prayer is an integral part of daily life well supported with use of 'The Prayer Box' and 'Prayer Tree'. Opportunities to reflect on the symbolism of the worship table are enhanced by the use of colour and visual imagery which captures the pupil's imagination and demonstrate the Anglican liturgical year. The entrance foyer has a selection of prayer books, Bibles and images to foster pupils' reflection. Worship has a distinct Christian character. It is valued and makes a good contribution to school life and pupils' spiritual development. It affirms and influences the pupil's actions and behaviour making it a positive experience for most pupils. Parents and foundation governors enjoy and are appreciative of worship particularly where achievement is celebrated. Worship supports the purposeful learning environment it enables most pupils to learn. A variety of worship experiences in school enable most pupils to engage with ritual prayers and practice. The establishment of a school worship committee ensures a cohesive approach to collective worship. Pupils participate in some worship. Links with the clergy ensure some Anglican traditions in worship are upheld. Worship themes link to the school's SEAL programme, Christian values and the church calendar. The rector significantly impacts on the Christian ethos of the school. Traditions and teachings of the church are enhanced through the children's worker who runs the holiday club and 'Rock Solid' youth ministry. Major Christian festivals take place in All Saint's such as Harvest and Christmas. Parents respond positively to invitations to share in worship both in church and school. Formal evaluation and monitoring of the impact of worship by pupils and foundation governors is limited. The school also recognises the need to make a clear distinction between worship and assembly in the life of the school, to support pupils' and parents understanding of these special activities.

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

The head teacher and governors promote the developing Christian vision and values through a distinctively Christian education within a caring inclusive community for pupils, parents and the whole school community. Christian values of love, care, and respect provide a secure and harmonious atmosphere where most pupils are learning well. Purposeful and effective formal systems for monitoring and evaluating the Christian distinctiveness are yet to be fully embedded. Religious education teaching and training is well managed across the school by the RE Co-ordinator. Staff are now given training opportunities and responsibilities for leadership roles which produces effective school improvement planning. Positive links are developing between the wider community and various partnerships such as Stone Small School Cluster. The chair of governors is supportive of the collaborative leadership. Good relationships exist between school, parents and PTFA who are very supportive of the school. Parents refer to the school as '*the heart of the community with a living faith.*' Relationships with the church community are strongly developing with Messy Church and pupil contribution to parish magazine. Pupils are encouraged to be aware of their wider responsibilities within a multi faith and multi cultural society through some cultural and community opportunities such as multi -cultural week and the link with Kingsland Primary School. Links with a school in France is in an embryonic stage and has yet to be fully realised.

SIAS report [March 2013] All Saints Church of England Voluntary Controlled First School.
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