

All Saints Church of England (VC) Primary

School Road, Trysull, Wolverhampton. WV5 7HR

Diocese: Lichfield Local authority: Staffordshire

Dates of inspection: 25th September 2014

Date of last inspection: 16th July 2009

School's unique reference number: 124280

Headteacher: Mrs Jane Woodall

Inspector's name and number: Mrs Helen Gilbert

School context

All Saints C of E (VC) Primary is a small school serving the village of Trysull and the surrounding rural area. There are 107 full time and 15 part time pupils on roll. Many parents choose to travel into the village to bring their children to the school, because of its reputation as a caring Christian community where all pupils make good progress and achieve well. There have been two changes of head teacher since the last inspection. The new head took up the post at the beginning of the summer term. The parish church of All Saints is within walking distance of the school. A new incumbent has been appointed since the last inspection who works very closely with the school and ensures strong links with the parish church.

The distinctiveness and effectiveness of All Saints C of E (VC) Primary as a Church of England school are outstanding

Every member of All Saints is proud to belong to this exceptionally caring school community in which all pupils are nurtured and supported. Pupils believe that this is something special and recognise the importance of living out Christian values in their daily lives and relationships. As a result they are developing into confident, articulate, aspirational young people who believe they have a voice and a role in helping to develop 'their school.'

Established strengths

- The commitment and dedication of the head teacher, staff, clergy and governors to ensure that Christian values explicitly underpin all that the school does.
- The exceptional care and nurture for each individual pupil that encourages their self-belief and develops their confidence in every area of life.
- The centrality of prayer within the daily life of pupils.
- The close working relationship between the school and the parish church.

Focus for development

- To develop pupils' understanding of the chronology of the bible and the wider significance of both Old and New Testament stories.
- To enhance pupils' spiritual development by engaging them in the creation of an outdoor area for prayer and quiet reflection.

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

Distinctive Christian values are explicit in the school's mission statement and are evident throughout the school environment in corridors, the hall and in the worship areas in classrooms. Visitors are left in no doubt that this is a church school that is proud of its Christian heritage. The head teacher, staff, pupils, clergy and governors all articulate how Christian values underpin and permeate every aspect of the work of the school and influence relationships at every level. One governor said '*we are living the Christianity – in the way children and adults react and in the way situations are dealt with*'. Every pupil is valued and as a result they demonstrate high levels of self esteem and respect for each other. They are well behaved, confident, articulate and outgoing, making visitors to the school feel welcome. This creates a climate in which all groups of pupils make good progress and achieve very

well. Standards have shown an upward trend over the last three years and exceed those achieved both locally and nationally. Pupils value being part of a church school community and talk readily about God, Jesus and the place of prayer in their daily lives. Older pupils can explain how this impacts on relationships. They do not believe bullying is an issue in the school and say that they can readily find another pupil or an adult to help if they need help resolving disagreements. Parents who were spoken to during the inspection were very positive about the school and the way it nurtures every individual child. One parent said, *'the school enables children to be who they are destined to be.'* Parents of children with additional needs were particularly appreciative of the special care they received. Parents and pupils spoke of the range of opportunities for children to develop their social skills and their sense of responsibility towards others. One parent commented that *'children feel it's their school – they will help the new head teacher through the journey!'* R.E. makes a significant contribution to the personal, moral and spiritual development of pupils. Older children commented on the link between what they learn about in R.E. and how they learn to apply this to daily life. Pupils also value learning about other faith traditions and can explain that this is important for understanding the values of other people. Links with Kenya and Bosnia are beginning to help pupils understand issues of global justice and there is scope to develop these relationships further.

The impact of collective worship on the school community is outstanding

Worship is central to the life of the school. Pupils say they enjoy worship and believe its themes and messages are relevant to their daily lives. They speak very enthusiastically about the way the new worship co-ordinator leads worship in school, believing *'this should be the best time of the day.'* Since the last inspection the school has worked hard to strengthen the place of Anglican traditions within worship. Pupils have a clear understanding of the church calendar and the use of liturgical colours, as well as of the significance of baptism and confirmation. The act of worship observed contained a number of features of Anglican liturgy and these were presented in a very age-appropriate way that engaged all the pupils. Other worship themes are planned for each term in response to the views of pupils. These views are obtained via the newly formed worship committee. This is a group of pupils of all ages who are highly articulate and who can speak with confidence about how they would like to see worship developed in the future. They have identified music as an area to be addressed and are keen to see the introduction of a wider range of modern worship songs. Worship has a strong focus on the Holy Trinity and on the person of Jesus Christ and pupils can relate their behaviour and attitudes to his teaching. They can talk about various elements of worship and the different aspects of prayer, which they see as a normal part of everyday life. Pupils talk about their frequent visits to All Saints Church with enthusiasm. They participate in a community Eucharist each term and older pupils can explain the significance of bread and wine for Christians. There is also the opportunity for older pupils to attend confirmation classes and to be confirmed. Pupils are familiar with a range of Bible stories. However, they lack a sense of chronology or of biblical history and readily confuse Old and New Testament stories. This is an area for development. The incumbent, foundation governor and chair of governors have all been involved in evaluating the delivery of worship alongside the co-ordinator, to good effect, ensuring high quality worship is offered.

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

The school has a long tradition of strong Christian leadership. The newly appointed head teacher has a strong commitment to building on all that has been achieved and ensuring that Christian values continue to drive all that the school does. She has engaged all staff in re-affirming the school's vision and mission statement. The governing body has a broad skills mix and is very well led by the chair and vice-chair who see the needs of pupils as being at the core of the work of the school. The chair said, *'We are not driven by OFSTED – what matters to us is getting the right education in its broadest sense for the children and sending them out with a set of values for life.'* In appointing a new head teacher governors demonstrated a determination to appoint a person who would combine 21st century leadership with a commitment to continuing the Christian influence of this church school. There is clear documentation of how the school has addressed the areas identified for development at the last inspection. Pupils now have a much greater understanding of Anglican traditions. The effective working together of school leaders with the vicar, children's minister and foundation governor has done much to strengthen the relationships between

school and church. The vicar is regarded as part of the staff team and combines her pastoral and chaplaincy role with that of governance very well. There is robust evidence of the school's self-evaluation. School leaders and governors are far from complacent and work within a climate where governors can provide both support and challenge. There is a strong commitment to developing the leadership roles of all staff and pupils. The newly appointed worship co-ordinator is leading religious education and worship very well and engaging pupils and staff in developing worship further. Pupils have many opportunities to develop as young leaders, through buddying, being prefects and house captains, supporting younger pupils and through the school and worship councils. They are confident that they have a voice and can influence the development of their school.

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