



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

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

Bishops Caundle

Sherborne

Dorset

**Diocese: Salisbury**

Local authority: Dorset

Dates of inspection: 7<sup>th</sup> October 2014

Date of last inspection: 17<sup>th</sup> November 2009

School's unique reference number: 113772

Headteacher: Anne Crumpler

Inspector's name and number: Lorraine Pugh

#### School context

All Saints Church of England Primary School is smaller than average and located in rural Dorset. It has a current pupil roll of 69. Pupils are taught in three mixed age group classes. The majority of pupils live in the school's catchment area and are of white British heritage. Since the last inspection a new Headteacher has been appointed. She has been in post for three years. 25% of the pupils have identified special educational needs and 6% receive Pupil Premium funding.

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

- The dynamic leadership of the Headteacher who, together with dedicated governors and committed staff, is very effective in promoting the Christian vision of the school.
- The school's strong emphasis on explicit Christian Values significantly impact on the daily behaviours and individual development of pupils.
- There are clear links between the school's Christian values, collective worship and religious education with each having Jesus and the teachings of the Bible as their focus.
- Pupils are encouraged and supported extremely well in striving to be the best they can and their achievements are celebrated within the whole school community.

#### Areas to improve

- To develop more formalised systems which will allow governors to extend their role in monitoring and evaluating the effectiveness of the school as a church school
- Embed the school's growing understanding of spirituality by ensuring that pupils have increased opportunities for high quality encounters across the whole school curriculum.

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

The well-being and academic progress that pupils make in their learning is central in the school's approach to its Christian ethos. The school's nurturing ethos ensures that pupils and their families are sensitively supported both emotionally and academically. This is evidenced in the school providing a session for local under-fives who are not accessing pre-school education. Behaviour is outstanding both in lessons and outside of the classrooms. Pupils with special educational needs make especially good progress due to the care taken by the school in addressing their individual needs. The school's Mission Statement, 'Nurturing Hearts, Inspiring Minds' was created collaboratively with all stakeholders and the school's success in achieving this mission statement was evidenced during the inspection. Parents and governors are very positive about the school's teaching and care provision, describing the school as a welcoming family where their ideas and concerns are always listened to and considered. The importance of the school's Christian character is understood and articulated by pupils, staff, governors and parents. Year 6 pupils take their role as 'carers' for the younger pupils very seriously and this is noticed and appreciated by parents. Through its promotion of core Christian values the school successfully supports pupils to build self-esteem, confidence and ambition. These values are presented to pupils in a way that promotes understanding. In Religious Education pupils are challenged to think widely and deeply. An example being Years 4,5,6 pupils questioning the possible advantages and disadvantages of arranged marriages within the Sikh faith. Pupils know that they are part of a multi-faith world and are able to talk with enthusiasm about their learning of other faiths including their awareness of the many faiths practiced in Britain. RE lessons are supported with high quality resources and excellent teacher knowledge. Religious festivals are celebrated through the Christian year and pupils, as a result of their active participation, are able to explain their meaning. The school takes decisive action for the welfare of its pupils and this is evidenced in the significantly improved pupil attendance. Pupils are able to talk about the way they use the school's reflective spaces and how this helps them emotionally and spiritually. The attractive school grounds play a major contribution in pupil's spiritual development with increased spiritual opportunities across the curriculum being audited and developed. Adults in the school know the pupils really well, with mutual respect and positive relationships clearly evident throughout the whole school community. The pupils have a strong concern for people in the world less fortunate than themselves and their charity work demonstrates their commitment to helping others. The school has been successful in achieving the UNICEF Level 1 'Rights Respecting School' and 'Healthy School' awards.

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

Collective Worship is regarded by the whole school community as a central part of each day. Worship is well planned and prominent displays support the reinforcement of the worship themes. As a result, pupils confidently discuss worship and articulate how it impacts on their daily lives. Pupil feedback confirms their enjoyment of worship as a special time in their school day. The organisation and impact of worship is evaluated from pupil responses and this informs future planning and provision. For example, pupils enjoy the variety of worship provided by visiting leaders but would like more opportunities for drama and visits to the church. The school's approach to inclusiveness is shown by its initiative to hold the annual Carol service in all the churches of its catchment villages rather than just that of Bishops Caundle. Parents say that they look forward to attending the church services – the participation of the children moving them to 'happy tears'. Information Technology, stimulating resources and regular visitors ensure that pupils gain a rich experience that captures their attention and interest. The year 6 'Worship Leaders' and church members play an active role in organising and leading worship. 'Open the Book', has recently been set up by a small number of church members. There is a strong emphasis around the work of Jesus and his central position within Christianity. Pupils refer confidently to his teaching and bible stories. Anglican traditions are used with pupils understanding their meaning. Pupils understand the Trinity at a level appropriate to their age because the adults leading worship and RE make sure that

explanations are within their understanding. They are able to explain that God created the world, Jesus is God's son who died for us and the Holy Spirit is with us always. They say that the Holy Spirit supports them in making the right choices. Personal prayer and reflection are used in Worship and 'Think and Reflect' activities support behaviour. Reflection diaries have very recently been introduced and are yet to embed themselves into school practice. Pupils are able to explain what prayer means to them and how they use prayer in their lives, for example, real life events that they pray for.

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

The Headteacher is passionate that the school places its Christian ethos at the heart of its vision. She ensures that the school's distinctively Christian character has a high profile to all members of the school community. Through the involvement of all stakeholders in the establishment of the school's core Christian values and mission statement there is an increasing understanding of the school's Christian ethos and what it means to be a Christian school. Monitoring and evaluation contribute to the school's effectiveness; however, this is predominantly managed and led by the Headteacher. More formalised systems of monitoring and evaluation, involving the senior leaders and governors are necessary to strengthen the leadership, management and strategic future of the school as a Church school. Governors are well informed and very supportive of the school. The school has benefitted from its links with Salisbury Diocese advisors and relevant training. High quality RE and worship learning experiences for the pupils are well managed by the subject leader. They ensure that RE and Collective worship provision impact on the Christian development of the pupils and link with the core Christian values of the school. RE and Collective worship are supported by an excellent range of resources and high standards of teaching. Church members and local clergy have been successful in supporting the school through an extended period of time without a permanent incumbent. They feel highly appreciated for their work and are very supportive of the school. Local and international links established by the school contribute to the pupils' understanding of other communities. Pupils talk about these community links and how they impact on their lives. Parents met during the inspection were very positive about the school and are particularly complimentary of the approachability and care. They recognise the school's work in giving opportunities to encounter faith in a way that allows the pupil's to discover their beliefs for themselves. During the inspection a parent shared the personal impact the school's mission has had on her, resulting in her examining and confirming her own Anglican faith. The school has successfully achieved the development areas identified in the previous church school inspection.

SIAMS report 7<sup>th</sup> October 2014 All Saints CE VC Primary School, Bishops Caundle. DT95 NQ