



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Bednall CE(A) Primary School

School Lane

Bednall

Stafford

ST17 0SD

Diocese: Lichfield

Local authority: Staffordshire

Dates of inspection: 28th March 2014

Date of last inspection: 5th February 2009

School's unique reference number: 124329

Headteacher: Mrs G Yates

Inspector's name and number: Susan Taylor 688

School context

All Saints Church of England Aided Primary School is a small rural school of 88 pupils serving the communities of Bednall and Acton Trussell. The school is over-subscribed. The Headteacher has been in post since September 2011. The Chair of Governors changed eighteen months ago and some new Governors have also been appointed. The proportion of children on free school meals is well below the national average. The pupils of the school are predominantly of white British background.

The distinctiveness and effectiveness of All Saints CE(A) Primary School as a Church of England school are good

- Children are at the heart of the school and are given every opportunity to flourish personally, socially and academically.
- Behaviour is exemplary and relationships between all members of the school community reflect Christian values.
- The staff team is well-led and the support and nurturing between staff sets a good role model to pupils.
- There is strong support from governors, the church and local community.

Areas to improve

- Assess pupils learning in religious education (RE) so that attainment can be accurately compared to that of other core subjects.
- Involve pupils more in the planning and delivery of collective worship.
- Explicitly link and evidence the impact of the school's Christian character on meeting pupils' academic, personal and spiritual needs.

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

The school's vision statement is clearly based upon Christian values, which are deeply embedded in the life of the school, and the school's contribution and witness in the community. All pupils are well known as individuals and this enhances their personal self-esteem and determination to do their best. Pupils are aware of the Biblical context of the school values, which one child summarised as, "*Jesus told us to love God and love one another*". The practical application of these values is outstanding; demonstrated, for example, in the way children care and respect each other. Parents are overwhelmingly positive about the school, "*I have two very happy children, the school is just like an extension to the family*". The school sets firm foundations and prepares children well for the next stage of their education. Although the school lacks indoor and outdoor space the environment has been used effectively to provide a rich curriculum, which most pupils use to good effect. The stained glass window and 'Fruits of the Spirit' display in the entrance leaves a visitor in no doubt as to the Christian character of the school. Additionally, Bible verses around the school are well read and understood by older pupils, so that outcomes in terms of service and generosity for example make a difference to the whole community. Classes are named after books of the Old Testament and this has helped pupils to be more aware of the structure of the Bible. The school council is pro-active in decision making and through this some pupils have developed a greater sense of ownership of the school. Diversity is celebrated and pupils and parents of faith feel included and valued. Religious education is seen as an important contributor to pupils' spiritual, moral and cultural development. Older pupils are beginning to compare and contrast different faiths and cultures. The Kenyan school link has enhanced pupils' understanding of the way Christian people express their faith. Some pupils can speak confidently about their faith. As one child said, "*in everyday life without God you wouldn't know what to do next*", and another added, "*at an interview you want God with you*". Most pupils are independent learners and show a high degree of resourcefulness and resilience and so are now making good progress academically.

The impact of collective worship on the school community is good

The leader of worship, in conjunction with all staff, plans relevant themes based upon the church year, Christian values and Anglican traditions, so coverage is broad and balanced. All collective worship is whole school and is principally delivered by teachers with occasional visits from governors, ministers and a children's and education worker from a local Methodist church. Pupils enjoy these visits. Pupils lead worship on special occasions such as 'Comic Relief' and say that they would like to have more opportunities to plan and deliver worship. As there is no school hall worship takes place in the Y5/6 classroom where pupils re-arrange the room efficiently before and after worship. The class reflection area serves as the worship table with appropriate artefacts and cloths to signify the church year. This gives the pupils a focus and turns the classroom into a worship area in the best way possible.. The school worships in church at Christmas, Easter and Harvest. Use of the church on more occasions is being explored to further develop the spiritual experiences and development of the pupils. This area is well-used by pupils and together with opportunities for writing prayers is enabling them to understand the value of personal prayer. In a typical worship time, three candles are lit to represent God as Father, Son and Holy Spirit and worship is concluded with everyone saying

the Grace. As a result most children appreciate this core Christian belief and have an age-appropriate theological understanding. As a very young child explained, “*it is one God with three jobs*”. Prayer has a very high profile within the school and is a natural and everyday part of the life of the pupils. All classes have a reflection area with a Bible and prayer cross. personal prayer and quiet reflection. At the end of each day classes light a candle, say the school prayer and share personal prayers. The outstanding impact of this spiritual ritual was expressed by one child: “*we put things right with God and each other at the end of the day and it helps us have a better day tomorrow*”. This is indeed a very special time for both staff and pupils.

The effectiveness of the religious education is good.

Achievement in RE is good for most learners RE is well-led by an enthusiastic and knowledgeable subject leader who, together with the Headteacher and support from the Diocese, is in the process of revising the curriculum so as to make it more interesting and creative, differentiated for all ability levels with clear targets for improvement for each child. The action plan clearly identifies these future developments. The teaching of RE is good with some outstanding teaching and learning observed on the inspection day. Pupils approached their learning enthusiastically and through the strategy of research were able to compare and contrast aspects of Islam and Christianity. They listened well to others and showed respect for their ideas and feelings. Evidence of learning in RE shows a wide range of recording methods and links to other areas of the curriculum. The subject leader is developing a system of acquiring evidence of progress and this will enable more secure levelling of attainment. RE makes a good contribution to the Christian values of the school and to pupils’ spiritual, moral, social and cultural development. One Y6 pupil said, “*without RE our school would not be what it is*”. Bibles which have been purchased for all children are used enthusiastically and with developing confidence, so that core beliefs can be placed within the context in which they were written.

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

All Saints’ vision is rooted in the Christian faith. It is shared by all members of the school community including parents. They speak very highly of the school and how children love and care for each other. A child friendly version of the vision statement - love, live and learn – is used by staff and pupils to guide their thinking, behaviour and learning. Consequently pupils have good attitudes to learning. The Headteacher and staff work closely as a team who nurture and support one another and this provides an excellent role model for pupils. Staff development is a strong feature of the school and through the support provided a newly qualified teacher has quickly become a valued and effective member of the team. The Chair of Governors supports and challenges the school and has a clear understanding of the distinctiveness of a church school. All stakeholders are involved in school self-evaluation and this leads to clear development planning which is monitored effectively by governors. The area for development from the last SIAS inspection has been implemented. The Headteacher and staff are very clear as to the academic needs of all learners. Strategies to support pupils’ learning are clearly monitored and any under-achievement targeted. Explicitly linking and evidencing the impact of the school’s Christian character on meeting these needs, so pupils realise their full academic, spiritual and personal potential is the next step to achieving outstanding leadership and management. The school has strong and supportive links with the church and the local community. The effective school council gives pupils a voice in the life and development of their school. The school participates in events in the diocese such as ‘Open Door’ at Lichfield Cathedral and further afield such as the Derby multi-faith trail and these develop a wider understanding of religious communities. The leadership of RE and worship are given a high priority and these areas are well led and managed.

