

National Society Statutory Inspection of Anglican Schools Report

All Saints, Appley Bridge, Church of England Voluntary Aided Primary School
Finch Lane,
Appley Bridge,
Wigan
WN6 9DT
Lancashire

Diocese:	Blackburn
Local authority:	Lancashire
Dates of inspection:	6 th March, 2008
Date of last inspection:	May 2003
School's unique reference number:	119497
Headteacher:	Miss J R Phythian
Inspector's name and number:	Rev'd W Sloan 521

School context

All Saints, Appley Bridge is an average sized school that is becoming oversubscribed. The proportion of pupils with learning difficulties and/or disabilities is below average as is those who are eligible for free school meals. More than 90% of pupils are of white British heritage and there are none who speak English as an additional language.

The distinctiveness and effectiveness of All Saints Church of England School are outstanding.

The school's Christian character permeates all aspects of school life. Its Christian principles of love and respect are actively promoted making a significant impact on pupils' spiritual, moral, social and cultural development. Children are caring, concerned and responsible members of their community and have been inspired by the Christian teaching of their Headteacher and staff. The Christian ethos is evident in the positive relationships between pupils, staff, governors and parents.

Established strengths

- The Headteacher provides very effective leadership which contributes significantly to the promotion of the distinctive Christian ethos.
- The strong Christian character is reflected in the relationships between the school, church and local community.
- All members of the school community feel valued and able to reach their full potential as individuals.
- Pupils' attitudes to collective worship and religious education are very positive.

Focus for development

- Extend the governors role in monitoring and evaluating the distinctiveness of the school as a church school.

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

The Headteacher, staff and governors recently reviewed the school's mission statement and use this as a basis for their strong commitment to an inclusive ethos. The Headteacher and staff encourage all pupils to pray. One pupil commented, 'I enjoy praying to God and I know he can make things better.' Each child feels valued and special and is part of the Christian community. Parents speak very warmly about the level of care which is shown to their children. Relationships throughout the school are outstanding and are rooted in love and respect. The headteacher and staff at all levels set excellent examples of working together for a common good. The emotional, spiritual and physical well being of pupils is at the centre of the school's life. They recognise that their teachers have a very good knowledge of their

individual achievements and learning needs. Diversity is celebrated and every child is enabled to achieve and make progress through good planning and through a range of well attended extra curricular activities. Pupils talk about their enjoyment of these activities with enthusiasm and one child commented on how it enabled them all to work well together. High expectations for behaviour enable pupils to respond positively to all the school offers. The various pupil councils give good opportunity for children to express their ideas, act upon them and enjoy the impact they have on how the school is run. This has made a significant contribution to the pupils' personal development and raised awareness of personal responsibility. The pupils' wider social and cultural development is promoted well through an excellent range of educational visits and events. The school is outward looking, relates well to its own local community, and supports those in need in a way consistent with its values. Parents are very clear about the positive impact of the school as a church school. The location of the church near to the school ensures there are many opportunities for pupils to become familiar with church life and practice.

The impact of collective worship on the school community is outstanding.

Collective worship has a very high profile in the life of the school. Pupils' response to worship is outstanding. They behave with reverence and find it an inspirational feature of school life. It provides a stimulus for the whole school community and is the means by which everyone is invited to reflect on the Christian message and what it inspires. It is carefully planned and the different contributions from the clergy, headteacher and staff are well integrated into the experiences offered to the pupils. A wide range of resources is used to considerable effect. Pupils and staff all take part and contribute extensively. Pupils write their own prayers which can then be used in worship. They take part in role play. This enables them to make good progress in spiritual awareness. Sufficient attention is given to the beliefs and worship of other faiths for all pupils to feel that their different backgrounds are recognised and appreciated. The local church is used to allow the whole school and parents to worship together; encouraging the church congregation to identify more closely with the school. This allows parents and their children to see the very close links that exist between church and school. On special occasions such as Christmas, Easter, Harvest, Pentecost and the leavers' service the church overflows. Pupils' responses to collective worship are outstanding. This is shown by their behaviour, their reverence for what goes on and the inspiration that it gives them to help others both in school and beyond. This is particularly noticeable in their response to charities or taking part in events organised by the Diocese. The planned worship gives children a very good awareness of the Anglican calendar and of the beliefs that Christians hold. It is also seen in the prayers that they write, their choice of hymns and their awareness of the needs of others less fortunate than themselves. On the day of the inspection, the collective worship was outstanding and contributed considerably to pupils' spiritual development. The governors are very involved with the headteacher and management team in overseeing the provision of collective worship and in evaluating its effectiveness.

The effectiveness of the religious education is outstanding.

Pupils' enjoyment of RE is evident throughout the school and RE makes an outstanding contribution to pupils' spiritual and moral development. Teachers provide exciting and demanding lessons and pupils respond enthusiastically to the questions asked and tasks set. They have exceptionally good knowledge and understanding of the language and concepts of Christianity and make very good progress. The quality of teaching is outstanding. It is planned with care and with knowledge of each pupil's abilities. A class reflecting on the events of Lent, Holy Week and Easter was able to talk informatively and with enthusiasm on the topic. They gave feedback confidently to the rest of the class and increased everyone's understanding of the various events. The lessons observed during the inspection day made an outstanding contribution to pupil's spiritual development and increased their awareness of their school as a Church school. One class, using the local environment, was able to understand new life and changes in nature. All pupils are encouraged to reflect on what they have learnt enabling them to link their understanding of religious education to work covered in other areas of the curriculum. Drama is used well in lessons and this contributes to the pupils understanding of the work, but also gives them opportunity to reflect and develop spiritually. In one lesson observed the pupils reflected on the actions of the various people involved in the Easter story. They empathised well with the characters and debated thoughtfully the ways

in which people's actions vary. Very good use is made of the local church and its personnel to support learning and to promote an understanding of Anglican traditions. Pupils visit the local churches many times during their career in school. The church is used by the teachers effectively as a resource for all curriculum areas and not just RE. Assessment procedures are used very well and marking of pupils' work is thorough and rigorous giving pupils a very clear understanding of how they could improve in the future. The RE subject leader and the link governor work together in monitoring provision of RE. Their feedback to staff and governors ensures RE remains a priority area of the curriculum.

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

The headteacher provides outstanding leadership. Over a period of years her inspirational interpretation of the Christian mission of the school matched by that of the foundation governors has become deeply ingrained in all aspects of school work. This shared Christian vision is evident in all the school's documentation and it informs their decision making. Leadership and management at every level are highly effective. Monitoring and evaluation, together with a continual emphasis on improvement, ensures that standards in all aspects of school life remain high. This has cemented the Christian ethos and vision into the way the school is run. The net result is that All Saint's is a school with great strength and resilience to cope with difficulties, to solve problems and to face up to change. Governors and school staff welcome and respect the views of all members of the community, particularly children and their parents. Letters from parents, questionnaires and the work of the various pupil councils are all used extremely well to review the work of the school and to inform further development.

SIAS report [March 2008] [All Saints, Appley Bridge, Finch Lane, Appley Bridge, Wigan, Lancashire WN6 9DT