



Name and address of school	All Saints Featherstone VA School
Type of school (Infant, Primary, Middle, Secondary etc.)	Junior, infant and nursery
Status (VA, VC or Foundation, CTC or Academy)	VA
Diocese	Wakefield
LEA	Wakefield
Dates of inspection	27 th March 2006
Date of last inspection	May 2000
School's Unique reference number	108257
Name of Headteacher	Pamela Crofts
Inspector's name with National Society inspector's number	Alan Thornsby NSIN 137

School context

The school is smaller than the national average and most pupils are from a white British background with only a minority from other ethnic groups. Most pupils are from the immediate area with others attending from outside the catchment. After an unsettled period in leadership because of long-term staff illness, the headteacher is currently in a phased return to work and a permanent deputy is to be appointed to take up post in the new academic year.

Summary Judgement

All Saints school is a satisfactory church school that has many good features. The establishment of a settled leadership team will enable good progress to be made.

Established strengths

- The care for all members of the school community
- Spiritual moral social and cultural development of the pupils
- The impact of prayer on the lives of the pupils.
- The support for the school provided by the church and governing body.

Focus for development

- To involve all staff in the planning and delivery of collective worship.
- To share the good practice in the teaching of religious education throughout the school.
- To develop the use of the school grounds to enhance spiritual development.

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

The welcoming atmosphere of the school reflects the strong ethos of care and Christian values that underpin the policies and practice of the school. Pupils feel happy and secure. They speak with confidence and take responsibility. Older pupils look after younger ones and playground buddies are available to care during break times. Targets and golden rules in every class encourage children to work hard and behave well. House points and certificates are used to reward success in weekly assemblies. Good relationships exist between all members of the community. Although behaviour is good, pupils are aware that they are able to 'go for a drink and count to ten' to help them in self-control. Other pupils speak of talking quietly to their peers to help them calm down. Members of the governing body provide pastoral support for the staff and are regular visitors in school. Spiritual, moral social and cultural development is good because of a range of cross-curricular opportunities, visiting groups and the teaching of French in Y6. Each classroom has a focused area for prayer or reflection that raises the distinctive profile of the school. These, as well as the extensive grounds are not used as effectively as they might be to reflect the importance the school places on worship and spiritual development.

Collective worship has a good impact on the school community.

This is because of the impact of the acts of worship on the everyday lives of the school community. Themes are planned following the school policy guidelines and delivered as whole school, key stage and class acts of worship. The school and church are used alternately for a half termly Mass that is prepared and led by each class. This gives pupils a good awareness of the Anglican tradition and liturgy. Pupils are very aware of the special time of worship that is indicated by the lighting of a candle. Their behaviour and responses during worship are good and their singing enthusiastic. They enjoy worship especially when they are able to have an active role. Some governors play an active role in worship, leading worship or sharing their beliefs with pupils. There has been however, little formal monitoring or evaluation of worship to ensure consistency throughout the school. Pupils have opportunities during the day to pause and reflect on issues from worship or those from the day. They speak of the impact of worship on their daily lives and relationships as 'helping them to treat other people as you would like to be treated.'

The effectiveness of the religious education is satisfactory.

Religious education is an important aspect in the life of the school. It helps develop good relationships throughout the school. In the foundation stage, especially there is an awareness and celebration of festivals from other faiths. Pupils are enthusiastic about their work and respectful of the subject. Many are able to engage in the spiritual and moral issues that can be developed from learning from religion. A range of teaching methods including 'Godly Play' is being developed. Standards of attainment are satisfactory overall, but where there is enthusiasm from teachers, good use of resources and development of pupils reflective questioning, standards are good. In a lesson on the events after the Last Supper, work was related to previous learning, artefacts were well used and tasks set were differentiated. In the plenary session pupils were challenged and successfully creating a poem that reflected their spiritual understanding of Easter. Marking is beginning to reflect the next stage of pupils learning. The coordinator is aware of the need to further develop the subject by the sharing of good practice across the school as well as establishing assessment procedures and work portfolios.

The leadership and management of the school as a church school are satisfactory with many good features.

The school has a distinctive vision as a church school, which has continued to evolve under the leadership of the acting headteacher and the intensive support programme. The ethos and mission statement resulted from close cooperation and discussion with the whole school community. It is understood and upheld because of their joint ownership. Governors are aware of the need for the appointment of suitably sympathetic teachers. The staff handbook details routines of the school including those for worship. This ensures consistency and the high profile of worship. Staff value working at the school and they promote a feeling of unity, especially in times of difficulty or in being role models to induct new staff. Religious education and collective worship are important aspects of the school that are acknowledged by everyone. The leadership team is aware of the need to develop formal monitoring systems in order to assess the effectiveness of these areas. Pupils and parents know that the open door policy of the school results in any issues being dealt with promptly and fairly. The links with the church have a significant impact on the life of the school. The vicar and curate have a very good relationship with the school community, leading worship in alternate weeks. They and the church are used as teaching resources as well as helping on out of school visits. Staff and governors meetings open with prayer. A group of parents and friends led by the priest, meet weekly for prayer and reflection. There is an active 'Friends of the School' group who support the school. Although visitors from Christian groups and other faiths lead worship, the school is aware of the need to further develop links with other faiths.