

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### All Saints Church of England Primary School

Furlong Close Alrewas Burton on Trent DE13 7EF

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Lichfield</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Staffordshire
Date of inspection	21 June 2018
Date of last inspection	27 June 2013
Type of school and unique reference number	Primary School 124231
Headteacher	Anna Golden
Inspector's name and number	Reverend Alison M. Morris 759

#### School context

This is an average sized primary school serving the village of Alrewas and surrounding areas. There are 271 pupils on roll aged from 4-11 years. Most pupils are from White British backgrounds with a small number representing other groups. The percentage of pupils who receive support for special educational needs and/or disability (SEND) stands is small as is the number of pupils who qualify for additional funding. The school has a strong community ethos and reputation in the local community. There are close links with the clergy and with All Saints church. The substantive headteacher was appointed in April 2017.

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

- The insightful and inspirational Christian leadership offered by the headteacher which is instrumental in the creation of an inclusive and distinctively Christian community school where all pupils flourish and reach their potential.
- Exemplary links and practice between the vicar, church and school make a very significant contribution which enhances pupils' attitudes to faith and their spiritual journeys.
- Effective pastoral care and intervention strategies, rooted in Christian values, overcome barriers to learning and foster a sense of well-being that enable pupils to develop into self-assured and independent learners.

#### Areas to improve

- Develop further a robust and rigorous formal system of monitoring and evaluation by all stakeholders to ensure that high standards of worship and RE provision are maintained.
- Develop the new initiative of 'Faith at Home' to consolidate, enhance and build upon the spiritual journey between the school, parents, pupils and church.

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

All Saints is an explicitly Christian school which has developed an outstanding Christian character and ethos. A strong sense of 'koinonia' (fellowship) and a school strap line of 'Believe to Achieve – Living life to the full' make explicit the commitment to be a distinctive church school which impacts positively upon staff and pupils. Clear core Christian values, such as love and forgiveness, rooted in biblical teaching are being successfully embedded. These values shape and support the holistic approach to meet the needs of each child. This also helps to create a strong shared vision by all stakeholders to ensure that pupils thrive and succeed in all areas of school life. As a result, pupils make very good progress and achieve impressive standards. However, the school has identified the need to further improve pupils' progress in mathematics and particularly that of disadvantaged pupils.

Effective intervention programmes, such as the Forest School and excellent SEND provision has a direct life-changing impact on all pupils, particularly those with deep seated needs. Nurturing programmes such as Listening Ear help pupils to develop resilience within a supportive climate to overcome challenges with emotional health and well-being issues. High aspirations and ambitious plans along with support from external professionals have a significant impact upon pupils' lives because they positively influence pupils' attitudes, behaviour and relationships. Pupils are treated with dignity and valued as unique individuals to be fully nurtured in this inclusive environment.

Spiritual, moral, social and cultural (SMSC) provision and pupils' spiritual development is very good because of a rich number of high quality experiences which are influenced by the school's Christian character. Addressing a focus from the last inspection, this has a high priority in the school development plan and adds an extra dimension to curriculum design and delivery which is being nourished and challenged by Christian distinctiveness, values and ethos. Implementation of the Staffordshire RE Syllabus provides a well-structured scheme which fosters deep respect for Christian and other beliefs, practices and values. It also makes a very significant contribution to the Christian character and SMSC through creative activities which encourage pupils to develop their own spirituality. Pupils are fully aware that Christianity is a multi-cultural world faith. As such, they understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. However, the school has identified the need to integrate further the Understanding Christianity resources. Pupils have a good degree of understanding and respect for diversity and difference within faith communities. Current effective strategies include links with Udobo School in Africa and visits to the Derby Open Centre where pupils are provided space to understand and celebrate diversity.

Pupils' personal development is outstanding due to exemplary provision which includes opportunities for leadership responsibilities such as Playtime Pals and Worship Leaders. An effective school council also allows the pupil voice to contribute to decision making. For example, pupils led the discussion to improve new school meals. Maturity and team work are encouraged through fundraising for charities such as Acorns Hospice. Harmonious staff relationships provide excellent Christian role models which are consistently attributed to Christian character and values. Standards of behaviour are impeccable with polite and respectful pupils. This is due to clear guidelines which are embedded with Christian values and based on the recurring theme of 'What Would Jesus do?' Attitudes to learning are excellent because pupils receive an imaginative curriculum with a variety of experiences such as work with the Alrewas Ambassadors and the National Memorial Arboretum. This motivates them to attend regularly and so absence from school is minimal. RE displays and Bible stories, prayer tables and artefacts in the foyer and hall visually express the Anglican tradition and Christian distinctiveness. Classrooms have reflection areas which, when used, make a very significant contribution to pupils' understanding and spiritual development. A calm and nurturing atmosphere is promoting an environment which enables pupils to flourish academically and to develop into self-assured young people.

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

A rich, vibrant Christian environment ensures that the impact of collective worship and the contribution of prayer make a profound contribution to the school's Christian character and its distinctiveness. Daily worship, which is distinctively Christian, evokes a sense of spiritual gathering which makes an outstanding contribution to the experience of all staff and pupils. It is inclusive, spiritual and accessible and makes a substantial impact upon reinforcing and embedding Christian values into the vision of this Anglican school. As a result, pupils come to understand the relevance of Christian values in their behaviour, attitudes and belief. There is a strong focus on the person of Jesus Christ and the Christian belief in God as Father, Son and Holy Spirit. Thus, pupils have a very good understanding of the Trinity and see Jesus as a role model and guide. This has addressed a focus for development from the last inspection.

Worship is very well planned on a 'termly' basis. Through a range of resources including the Roots & Fruits and supplementary biblical material, a clear and consistent structure is promoted so that Christian beliefs, teaching and Anglican traditions are introduced. Excellent use of Bible stories encourages pupils to relate their learning to their own behaviour and life, fostering responsibility and respect. Great care is taken to use inclusive language and a variety of engaging and accessible approaches through stories, music and prayer to worship in school and All Saints church. This includes key elements of Anglican traditions and practices.

Pupils' attitudes to worship are very positive because it provides meaningful experiences rooted in Christian beliefs and festivals which are significant to the pupils' needs, ages, development and interests. Their understanding of worship is enriched through the careful combination of visual images, symbols, lighted candles and liturgical colours. Pupils say they like worship and speak positively about its impact upon their lives. One pupil said, 'I just love worshipping God.'

Pupils' involvement in planning and leading worship has improved since the last inspection through the introduction of worship leaders which positively impact upon school life. Substantial links with the vicar, curate and foundation governors ensures that Christian values are well embedded, understood and reinforced. Key Christian festivals such as Easter and Christmas are always celebrated in the church which reinforces the church and school link. Pupils receive a rich experience of tradition and practice through different settings and leaders. Additional elements, such as the Messy Church experience, visitors from other denominations and Faith Focus days on prayer, Eucharist or discipleship allows pupils to explore deep aspects of faith and life and broaden their understanding of worship. This nurtures pupils' attitudes to faith and strengthens their spiritual development.

Prayer and reflection are a very important part of school life which fosters spirituality and stillness to deepen their relationship with God. This addresses a focus of development from the last inspection. Spiritual activities are built into the curriculum in addition to acts of worship to deepen pupils' understanding of the Christian faith. As a result, pupils' response to prayer is enthusiastic and they speak confidently about how they feel personally when engaging in personal prayer. They value its impact upon their lives which is regularly recorded in reflection books. Appropriate use by pupils of worship corners nourishes their spirituality and demonstrates their understanding of the purpose of prayer and reflection in their own lives.

Evaluating the impact of collective worship on pupils is being developed through worship leaders who hear pupils' voice and reflection journals which provide feedback for further development.

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

The inspirational headteacher has worked with commitment to develop an uncompromising and distinctive Christian vision which is lived out in every detail of the school's work. She articulates this vision which has a very strong emphasis upon Christian values and influences the schools' attempt to be inclusive, respect diversity and enhance partnerships with the community. The headteacher's leadership style provides a clear strategic direction to support the school's very strong identity as an Anglican church school because Christ's teaching is at the heart of everything. This has a positive impact upon the way that the school promotes the vision and the way Christian values are being recognized and supported by all staff, governors, parents, pupils and in the wider community.

Governors are very supportive of the headteacher's leadership which encourages a system of shared and distributed leadership across the layers of leadership. Exemplary and professional relationships throughout the school promote a vision of Christian values within the curriculum. All staff articulate, understand and ensure that the distinctive Christian values and ethos are vital to the school's vision.

The chair and foundation governors act very effectively as critical friends and are particularly supportive of the leadership team and their strategic drive to sustain the distinctive Christian ethos. Self-evaluation and reflection are rigorous as skilled governors effectively set the strategic direction for this Christian school which is informed by the distinctive Christian vision. Together, school leaders and governors have an honest and realistic view of future needs. Significant contributions by the headteacher through targeted professional development and insightful succession planning has strengthened the capacity for school improvement. Exemplar links with the clergy, local church and foundation governors, make a distinctive Christian difference to this school. Regular visits by the vicar and curate nurture the close links that are interwoven between the church and school in this rural community.

Statutory requirements for both RE and collective worship are met. Both areas are enthusiastically led with exemplary expertise which spreads through to staff and pupils. Detailed action plans ensure a high profile for RE and collective worship which is strategically well-planned within the School Improvement Plan. As a result, it leads to very effective practice in both areas which impacts across the whole school curriculum. Evaluation of RE is developing well through a range of monitoring approaches.

Highly successful partnerships exist with the diocese, multi-agencies and the wider community. This includes Stepping Stones nursery, particularly, which results in mutual benefit for all. Positive and productive partnerships between the school and parents also enhance pupils' learning. An example of this is seen in the work of the Parent Teacher Association and through the active voice of the Parents Forum. Parents appreciate the distinctive Christian values and ethos which pervades an atmosphere where their children feel safe and secure. Parents are happy with the school as a church school and pupils' personal development. This is achieved through enrichment activities, for example, choir and football which enable all pupils to flourish spiritually, socially and academically.