

Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saint's Church of England Voluntary Aided Primary School

Warwick Road Leek Wootton Warwick CV35 7QR

Current SIAMS inspection grade

Outstanding

Diocese

Coventry

Previous SIAMS inspection grade

Outstanding

Local authority

Warwickshire

Date of inspection

17 October 2017

Date of last inspection

17 October 2012

Type of school and unique reference number

Voluntary Aided Primary 130976

Headteacher

Sue Patterson

Inspector's name and number

Reverend Alison M. Morris 759

School context

All Saints Church of England Voluntary Aided Primary School is a smaller than average primary school with 129 pupils. The school serves a semi-rural community between the towns of Kenilworth and Warwick. Most pupils come from White British heritage with 12% of pupils from minority ethnic backgrounds. Very few pupils are supported through additional government funding for additional educational needs. The school has very close links with All Saint's Church community. It is one of two schools who are members of the 'Green Leek Federation of Schools.'

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

- Insightful, astute and inspirational Christian leadership by the headteacher, who is motivated by her own personal faith, provides a vision which is instrumental in the creation of a distinctively Christian school, where all pupils flourish and reach their potential.
- A wide range of high quality spiritual experiences effectively impacts upon pupils' spiritual growth and enhances their ability to speak about their own faith, prayer life and their spiritual journey.
- Rich vibrant collective worship makes a profound contribution to enhancing understanding of the school's Christian character.

Areas to improve

- Consolidate and build upon existing good practice so that pupils' understanding of worship allows their involvement to enrich both school and church worship.
- Engage all governors in the process of implementing more robust and formal systems of monitoring, in particular of RE and the school's Christian character, so they have secure evidence against which to challenge and evaluate improvements.

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

This explicitly Christian school is outstanding in all of the work it does. All Saint's has an excellent Christian character and positive ethos which is immediately apparent within every aspect of the school's life, from documentation, displays to classroom practice. Explicit Christian values, such as, hope and respect, are deeply embedded and rooted in biblical teaching. It is a rich, vibrant Christian environment enhanced by such values, in which learning and achievement flourish. High expectations and aspirations result from a total commitment by all staff to meeting the needs of the whole child. This starts from the premise that every pupil is unique and created in the image of God, so all are treated with dignity as individuals to be fully nurtured in this Christian environment. This is evident in the impact of effective intervention strategies and nurture provision on pupils' learning, especially for those with specific learning challenges. Similarly, exemplary pastoral care for welfare and personal development demonstrates the school's strong commitment to the personal and academic development of every child. Spiritual, moral, social and cultural development (SMSC) is outstanding because the school's Christian character adds an extra dimension to curriculum planning. Creative activities, such as 'super learning days,' which are built into the curriculum, enable pupils to develop their understanding of faith and British values. Religious education (RE) also makes a very significant contribution to SMSC through engaging activities which encourage pupils to develop their own spirituality. It also excites and challenges pupils to have self-awareness, understanding and knowledge of Christianity along with other faiths and cultures. As a result, the school is exceptional in encouraging pupils of all faiths to speak about their beliefs and express their thoughts in a safe place where difference and diversity are celebrated. Purposeful international links with Akany Avoko orphanage in Madagascar are exemplary practice. Pupils are given leadership responsibilities through an effective school council and peer mediators which allow them to flourish into self-assured young people. Pupils develop maturity and team working skills through participation in fundraising for charities, such as Air Ambulance. Harmonious staff relationships provide excellent role models which are consistently attributed to the Christian character and values of the school. Positive attitudes to learning by pupils are promoted through reward systems such as 'truly brilliant'. An inspirational curriculum offers a rich variety of learning experiences such as the project on 'the day of the African child' and residential visits to France. Together with high quality teaching, this motivates pupils to attend regularly so absence is minimal. Standards of behaviour are exemplary due to high expectations which are clearly underpinned by Christian values. As a result, pupils make excellent progress and achieve impressive standards which are well above national average. Pupils understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. Classrooms have Christian symbols, RE displays and reflection areas which, when used for reflection and prayer, make a very significant contribution to pupil's spiritual development. These also so clearly express the school's Christian distinctiveness. The school is an excellent environment in which all pupils thrive.

The impact of collective worship on the school community is outstanding

Daily worship at All Saints is distinctively Christian and is central to the life of the school. Pupils have a good understanding of how important Jesus is for Christians and his relationships within the Trinity. This is promoted through excellent use of biblical material and Christian values within worship. Worship through its inclusive and inspirational approach evokes a sense of gathering within a spiritual atmosphere so that the spiritual needs of all pupils are met. This allows people of all faiths to participate in meaningful experiences that are significant to their lives. For example, the worship observed, on 'thankfulness', engaged all pupils to take responsibility for their own conduct. Pupils are attentive because effective use is made of stories, music and prayer. Worship is further enriched beautifully through the use of visual images, symbols, lighted candles and liturgical colours. Pupils' attitudes to worship are very good and can be seen in their exemplary use of response prayers. Worship is thematically well planned using social, emotional aspects of learning (SEAL). Through a range of resources including 'Values for Life' and 'Twelve Baskets', the Christian themes are supplemented with biblical material and follow the Christian festivals. As a result, pupils speak eloquently about Jesus' teaching. Pupils' involvement in planning and leading of worship is developing through membership of the 'God love our worship' (GLOW) team which positively impacts upon school life. However, the school has identified for on-going development further pupil involvement in planning, leading and evaluation. Pupils' spiritual development is exemplary and is further enhanced through quiet, reflective moments which are built into worship and allow pupils to internalise silence. This is supported through use of a variety of worship settings such as in the peace garden and circle time. Links with clergy, parish and foundation governors foster links with the church. Key Christian festivals such as Harvest and All Saints Day, which are always celebrated in church, reinforce the shared vision and pupil's knowledge of Anglican traditions and practices. Prayer and reflection are integral parts of daily worship which foster spirituality and allow those who want to, to explore a relationship with God. This includes prayers at lunchtime and at the end of the day, including the Lord's Prayer. Appropriate use of prayer spaces and reflection areas demonstrate that pupils understand their purpose and importance in the life of a school. Additional activities such as visits to Coventry Cathedral and work with the cross of nails community offer a richer experience of worship. Pupils' feedback is effectively articulated which enables staff and governors to have a clear indication of how to improve upon worship. Effective evaluation of worship from observations,

questionnaires and pupil interviews provides very useful feedback for future development.

The effectiveness of the religious education is outstanding

RE has a high profile which has led to teaching and learning of the highest quality. Standards of attainment in RE are in line with national expectations and a significant number of pupils reach higher levels. The subject leadership in RE effectively communicates expectations and shows skilful expertise and management. Teaching is good and often outstanding because it consistently uses targeted activities to address pupils' needs. Creative learning activities, such as the Easter dramatization, with well planned and structured teaching enable pupils to learn about and learn from religion with opportunities for personal reflection. Pupils are excited by RE and are challenged by stimulating learning activities which encourage them to contribute enthusiastically in lessons. RE is a positive and affirming experience supported with RE themed days, namely, the 'festivals of light' and 'spring festival' days. Teachers have very good subject knowledge which is used well to question pupils in order to check their understanding and deepen their learning. Methods of teaching and learning are varied, age appropriate and effective, enabling pupils to make exceptional progress. This is confirmed with a very effective analysis of assessment which monitors the pupils' progress. Effective use of props in an observed lesson demonstrated how a role play on the story of 'Rama and Sita' engaged reception pupils to focus their thoughts. Implementation of the Warwickshire Syllabus for RE provides an effective learning scheme, which fosters deep respect of Christian values and beliefs. A planned timetable of visits to places of worship, such as a Greek orthodox church and a gurdwara, plus the celebration of festivals such as Diwali enrich pupils' understanding of religious diversity. Pupils' awareness and understanding of other faiths and cultures such as Hinduism and knowledge of the Christian story are excellent. However, the school has identified the need to integrate even further the 'Understanding Christianity' resource. RE makes an outstanding contribution to pupil's spiritual, moral, social and cultural development. RE strengthens discussions by ensuring that pupils have a secure knowledge of biblical teaching and religious language to make informed contributions. As a result of effective questioning and discussion activities, pupils talk knowledgeably about the differences between Anglican and Baptist places of worship. During one lesson pupils showed how they confidently speak on the difference between the Holy Communion and the Lord's supper. The quality and effectiveness of RE are strengths of the school.

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

The astute and spiritual leadership by the headteacher has led to the developing of an uncompromising and distinctive Christian vision based on Christian values. Her leadership style provides a clear strategic direction which is rooted in her own personal faith and promoted through the learning improvement plan. Professional partnerships exist between all staff to embed the vision and create an effective work culture which maximises progress for all pupils. The headteacher articulates a clear Christian vision which has a strong emphasis on caring and being inclusive, respecting diversity and partnership with the community. All stakeholders articulate, understand and ensure that the distinctive Christian ethos is driven by an over arching vocation and commitment to Christian values. Effective self-evaluation is rigorously used for monitoring and evaluating pupil achievement. Governors evaluate the school's effectiveness as a church school, acting as critical friends. However, they have identified the need for more formal monitoring. Together, school leaders and governors plan strategically and have an honest and challenging view of future development needs. Foundation governors are particularly supportive of the strategic drive to maintain the high standards and to sustain the Christian distinctiveness within the federation. Insightful leadership by the headteacher has contributed significantly to the success of this school through identified strategic professional development and succession planning. Exemplary relationships throughout the school reflect how Christian values and vision influence both the curriculum and the provision for SMSC. An experienced clergy person and foundation governors contributes fully to school life and nurtures the link between the school and church. For example, the 'stone laying assembly' at the start of the school year and the 'moving on' assembly reinforce the church school identity for each pupil and their family. Statutory requirements for both RE and collective worship are met. Purposeful and effective support for the RE leader enables this subject to be highly successful. RE books are scrutinised and standards moderated informally by senior leaders and foundation governors. Excellent support and training have impacted upon staff development and their spirituality. Purposeful partnerships with parents provide mutual and substantial benefit through an open door policy and the work of the Parent Teacher Association. Parents like the distinctive Christian values and ethos which create an atmosphere where visitors are welcomed and valued. The strong sense of Christian belonging and identity, within which all faiths and cultures are secure, is greatly valued. The inclusive approach is much valued by parents of all faiths, who have confidence in the school. Pupils' personal development is enhanced through enrichment activities such as those provided by the All Saints Extra Hub. As a result, parents are happy with the school as a church school and state that their requests and issues are dealt with sensitivity. All Saints has a strong identity as church school because Christ's teaching is at the heart of everything. One parent said 'This school welcomes all in the name of Christ'.