

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Aided Primary school

Castle Street, Wellingborough, NN8 1LS

Current SIAMS inspection grade

Outstanding

Diocese

Peterborough

Previous SIAMS inspection grade

Good

Local authority / Date of academy conversion

Northamptonshire

Date/s of inspection

16 November 2016

Date of last inspection

November 2011

Type of school and unique reference number

Voluntary Aided 121998

Headteacher

Emma Johnson

Inspector's name and number

Annette Ray 888

School context

The school is an average sized primary school with 211 pupils on roll and a 52 place nursery. The school is located in the centre of Wellingborough. The school has recently seen an increase in the number of pupils with English as an additional language. Pupils come from a range of backgrounds, 23% are entitled to additional funding known as 'pupil premium'. The headteacher and deputy headteacher have been in post since January 2015 as have the majority of the school's senior leadership team. The school is part of the Five Wells Teaching School Alliance.

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

- The school's Christian character has a high profile and shapes its approach to building respect for diversity and difference.
- Distinctly Christian values shape the behaviour and relationships for all members of the school community.
- Inspirational religious education (RE) teaching encourages learners to apply their learning to their daily lives.
- The passionate leadership of the head teacher consistently models a vision rooted in Christian values.

Areas to improve

- Further develop opportunities for pupils to explore their own spirituality through the use of the reflection areas.

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

Relationships are of the highest standard in this school and are shaped by its Christian character. The distinctly Christian mission statement is included on all documents making sure that the distinctiveness is explicitly clear to all. All members of the community talk about the family feeling where each is seen as a valued member. A recent review of the school's mission statement has led to an even stronger link to the school's Christian ethos and the teachings of Jesus Christ. Pupils' behaviour is outstanding and this is attributed to the school's ethos by parents. The pupils are also able to link their behaviour clearly to the school's worship themes which are linked to biblical teaching. "What would Jesus do?" is a question that often leads conversations on behaviour and pupils' relationships with each other. The school works to support pupils and their families demonstrating Christian love and care for all. The links to both achievement and attendance are clearly demonstrated by the approach of the head teacher and pastoral lead. This leads to attendance that is above average. Pupils' attainment is also always at least in line with national averages and above for most groups. Pupils benefit richly from the ways in which discussion and written work in RE and English prompt their spiritual, moral, social and cultural (SMSC) development. This SMSC development focus is a real strength of the school, expertly woven into the curriculum and school worship. It, together with specific work in RE, emphasises the inclusive nature of the school's ethos. As a result, pupils demonstrate a depth of understanding and maturity in their respect for others. This is captured in a comments like, 'you can be friends with all people no matter what they believe and hopefully you will be friends for life.' Parents also value the way the school, through its Christian teaching, develops pupils' resilience and helps them to succeed in the next stage of their education. Recently the school has introduced whole school faith activities. One such theme on 'picturing Christianity' helped pupils build links between a worship theme on the Trinity and developed their understanding of Christianity as a multi-cultural world religion.

The impact of collective worship on the school community is outstanding

Worship is seen as an important part of school life, making a strong contribution to spiritual and moral development. At the start of each morning it sets the atmosphere for the day. Pupils and staff like the way this gives them a theme to think about and support them through each day. Pupils demonstrate their understanding of its meaning for them when they describe it as a time 'which helps us to understand how we could live a good life and learn from Jesus.' Worship is well planned, using biblical material, to help develop pupils' understanding of the school's values as Christian values. It also includes time for reflection and prayer. Pupils contribute well to the prayer life of the school by writing the intercessions for Friday worship. Some make use of classroom reflection spaces and explain that the crosses they made for them show that with prayer you can put your worries behind you.

Pupils gain a good understanding of features of Anglican worship and key times in the church year because they celebrate major Christian festivals in the local church. Through these experiences and careful planning they also become familiar with the Christian belief about God as Father, Son and Holy Spirit. They are able to talk about this confidently with age appropriate levels of understanding making successful links with a recent whole school project. Experiences of worship are enriched by the different settings in which they take place and the variety of leaders involved. Pupils enjoy these as they help them understand that worship can take a variety of forms. Worship themes inspire the pupils to work in the service of others both in the school and local communities, as well as with national and international charities. Through these experiences they understand how the Christian faith can be demonstrated and make a difference.

In order to ensure that worship continues to develop and improve, a range of stakeholders is involved in monitoring. In particular, the recent transformation of the 'church committee' into the 'faith committee' has resulted in rigorously planned monitoring. Pupils are also involved in this process and speak with confidence about their role. They are able to explain differences that their contribution has made. One example is the establishment of the 'koinonia team'. This group has enhanced pupil participation in leading elements of worship and prayer at other times during the day.

The effectiveness of the religious education is outstanding

Learners are inspired by the subject and learn well. A highly developed system of assessment ensures that all pupils make good progress from their starting points. Standards in RE are high and often above the expectations of the locally agreed syllabus. Children are very proud of the work they produce and are able to give examples of how marking helps them improve their learning. They describe how RE lessons are challenging, making them think about the impact of religion on believers. 'Sometimes we do not get an answer' commented one child 'but three more questions'. Teaching is never less than good and often outstanding. The staff have high expectations of the pupils and use challenging questions effectively. This enables learners to develop a range of higher level thinking skills to great effect. In one lesson pupils were encouraged to consider how Martin Luther King's actions linked with the

worship theme of service. This was then developed to consider how people can live a life linked to the teaching of Jesus. The links between RE, the pupils' SMSC development and the school's Christian values are intrinsic and have a significant impact on the development of the learners. The expert subject lead is highly passionate about RE and clearly articulates her ambitious expectations to all the staff. Highly effective use of assessment informs the teaching ensuring that learning is tailored to the needs of all learners. Rigorous and extensive monitoring and evaluation lead to clear development planning. Parents are kept informed about the subject with a RE specific newsletter three times per year, indicating the importance of the subject. The creative approach to the subject is supported by home learning projects such as the recent one linked to the local church celebration of 150 years since its foundation. Visits to other places of worship are very important as they enhance the inclusive nature of the school. These visits also help learners to make links between Christian beliefs and practices and the range of faiths represented in the school community.

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

Members of the school community describe the headteacher and her deputy as inspiring role models who promote a vision deeply rooted in Christian values. They live out their Christian vision in everything they do for the school. The governing body fully supports them in this vision. They have a good understanding of the distinctiveness of the school. They describe how decisions are made or policies written 'with Jesus as our guide', this has been incorporated into the school's revised mission statement. The governing body has recently accessed training to help them further develop their skills in evaluating how the school's work is shaped by its Christian character. They visit the school regularly and their work both supports and challenges the school. A recent restructuring of the governing body committees has sharpened the focus on monitoring the Christian distinctiveness of the school, leading to a better understanding by all. Senior leaders and governors support the leaders of RE and collective worship well and ensure there is highly effective practice.

The link between the local church and the school is strong. Children often participate in family church services. This is valued by members of the congregation and has substantial benefit for the school and the church. Parents speak warmly about their inclusion in the life of the school and the way they are made partners in their children's education. They talk about the difference the Christian ethos makes to the lives of their children. Two parents who had recently joined the school, in particular, spoke about how their children had been welcomed. 'The school community is so supportive in many amazing ways' said one. Another commented about how her child had spoken about the need to pray for people at home in response to a global crisis.

The school has fully addressed the development points from the previous inspection and the school's achievement of the silver RE quality mark exemplifies this. This has also enabled the school to work with other schools locally and within the diocese to share their good practice.

SIAMS report November 2016 All Saints CE VA Primary School Wellingborough NN8 1LS