

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England (Voluntary Controlled) First School	
School Lane, Church Leigh, Stoke on Trent ST10 4SR	
Current SIAMS inspection grade	Good
Diocese	Lichfield
Previous SIAMS inspection grade	Good
Local authority	Staffordshire
Date of inspection	19 January 2017
Date of last inspection	25 January 2012
Type of school and unique reference number	Voluntary Controlled 124256
Headteacher	Andrea Kenny
Inspector's name and number	Reverend Alison M. Morris 759

School context

All Saints Church of England Voluntary Controlled First School is a small rural school. There are 53 pupils on roll aged from 3-9 years. It serves the village of Church Leigh and surrounding area of Uttoxeter. In September 2014 the school became part of the Uttoxeter Pyramid of Schools. The conversion to a sponsoring multi – academy trust is currently in progress. Most pupils are from White British backgrounds. The most recent OFSTED inspection in September 2016 was judged 'good'. There have been significant staffing issues in the last two years. The local vicar and rector are new in post.

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

- Insightful, astute and inspirational leadership by the headteacher whose vision is instrumental in the creation of a distinctively Christian school that is inclusive, welcoming and harmonious.
- Embedded Christian values are seen particularly in the pastoral care and intervention strategies that overcome barriers to learning and enable pupils to realise their potential within this inclusive school.
- Independent and self-disciplined pupils whose impressive behaviour reflects the school's Christian values.

Areas to improve

- Engage all governors in the process of implementing more rigorous and robust formal systems of monitoring to establish a more efficient and consistent monitoring schedule for church school development and collective worship in particular.
- Broaden the experience and understanding by pupils of different traditions within the Anglican community and the diverse multi faith society in which pupils live.
- Implement the new RE scheme of work alongside the 'Understanding of Christianity' project.

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

The Christian distinctiveness, character and ethos are immediately apparent and are successfully embedded into all aspects of this happy and successful school. Core Christian values, which are rooted in the teachings of Jesus Christ, have a significant impact upon pupils' lives. All stakeholders have worked together to identify core Christian values which are clearly embodied in the mission statement, 'Loving and Learning, with Jesus'. The Christian character also strengthens the school's total commitment to develop personal and inclusive learning within a broad and balanced curriculum. Explicit Christian values support a desire to meet the holistic needs for all pupils. High aspirations and expectations, within a nurturing and supportive culture motivate all pupils to achieve. Pupils benefit from a safe and inclusive environment where pupils thrive and feel safe, no matter what their ability or background. As a result, all groups of pupils make very good progress and achieve well, outperforming national figures consistently. Pastoral support and care is highly successful and ensures that safeguarding arrangements are effective. This is supported with detailed knowledge and understanding of all pupil backgrounds, abilities and needs which are used to support the good level of personal development and well-being. Pupils' social, moral, spiritual and cultural (SMSC) development is nourished and challenged through Christian values and promoted in religious education (RE) as well as embedded in the school's ethos. Some older pupils understand what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. All pupils are provided with activities which encourage them to make independent choices in their own lives and to guide their own learning. An effective school council allows the pupil voice to contribute to decision making. Pupils are also encouraged to think about others and so participate in the mission of the wider community through charitable work supporting OXFAM for example. This nature of fundraising allows pupils to recognize diversity and difference around the world. Pupils feel happy, safe and enjoy school life. Their attitudes to learning are good and enhanced within a culture of praise and reward. Standards of behaviour are very good due to a principled learning environment which promotes a clear understanding of right and wrong underpinned by Christian values. Pupils are polite and respectful. They are keen to attend school with attendance figures standing at 95.7%. Pupils are eager to do well, take pride in their work and are proud of their school. Religious education (RE) makes a contribution to pupil's SMSC development and compliments the personal, health and social education (PHSE) curriculum. RE also provides ways for pupils to understand and make links between the beliefs, practices and value systems of the range of faiths studied. However, creating planned opportunities to meet people of other faiths is an important next step. Enthusiastic and committed staff model core Christian values which optimise learning for all pupils. Relationships are very good, based on mutual respect and trust as staff and pupils work co-operatively together. Classrooms have Christian symbols and worship tables which, when used, make a significant contribution to pupils' spiritual development. Additional displays of artefacts and symbols in the foyer express the school's Christian distinctiveness and encourage discussion. As a result, a very calm and stable atmosphere is promoting a learning environment which enables pupils to flourish and to develop into self-assured and confident young people.

The impact of collective worship on the school community is good

The daily act of worship is important in the life of the school and forms the main element of the school's Christian distinctiveness. It is valued and evokes a sense of gathering within a spiritual atmosphere. Worship uses a biblical approach which has a strong focus on the person of Jesus Christ and a developing understanding of the Trinity. It is inclusive, spiritual and accessible, making it an experience which impacts positively on school life. Pupils enjoy worship, speak positively about it and are keen to sing and pray. Worship also makes a very good contribution to pupils' spiritual development through reinforcing Christian values. A greater sense of spirituality is enhanced through quiet reflective moments. These are built into worship to allow for pupils to be still and to reflect in an atmosphere of peace. Pupils' behaviour, attitudes and relationships are influenced by the values and moral messages explored in worship time and through Christian distinctiveness. During worship, a range of experiences such as prayer, silence and music stimulate pupils' attention. Visual images and symbols are also used well to encourage awe and wonder and to encourage spirituality. Attitudes to worship are very good because meaningful experiences, which are appropriate and significant to pupils' needs, age, development and interests, capture their attention. Worship is well planned using Christian values and beliefs on a 'half-termly' basis supplemented with additional themes from Biblical material and which follow the Christian festivals. Some purposeful pupil involvement takes place through role play, leading prayers and selecting hymns. Prayer is a very important part of school life. Prayer spaces and reflection areas are appropriately used around the school and encourage pupils' personal spirituality. Pupils understand that prayer has a purpose and is important in the life of a worshipping community. One pupil said, 'Prayer is a message to God'. They also use other prayers at lunchtime and at the end of the day, including the Lord's prayer. Key Christian festivals such as Easter, Harvest and Christmas are always celebrated in All Saints' church which reinforces the historic link between the church and school. Parents respond positively to invitations to attend special services, for example, 'Lights, Camels, Action' at Christmas and to share in worship at other times. Previous substantial links with All Saints church have influenced positively the

link between the parish and this school. However, the school welcomes the ministry of the new vicar and team rector and opportunities to embed their relationship further within the worship schedule. Many Anglican traditions and practices are used in worship but knowledge of Christian diversity across the Anglican Communion is the next step for development. At present this worship is enhanced through the 'Open the Book' team. Pupils also visit Lichfield Cathedral for 'Open Door' which fosters pupils' understanding of their relationship within the diocese. Evaluating the impact of collective worship on pupils to inform future planning is now developing through engaging in bi-annual pupil voice meetings. However, this needs to be more rigorous and consistently applied by the foundation governors. The governors correctly identify this development point so that the quality of worship offered remains substantial, engaging and relevant to the pupils' lives and their spiritual development. The school also recognises the need to make a clear distinction between worship and assembly so that pupils' and parents' understanding of these special activities are supported.

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

The experienced and insightful leadership of the headteacher has contributed significantly to the successes enjoyed from challenges facing this village school. For example, the leadership has shown ability to effectively manage transition and change, such as staffing difficulties, thus ensuring stability in teaching. Governors and school leaders have worked with energy to develop an explicit, clear and consistent shared Christian vision based on distinctive Christian values and beliefs. This has a positive impact upon the way that all stakeholders actively promote the vision and the manner in which Christian values are now being lived out in the community. Highly effective relationships between school and the local community reflect the impact of how Christian values bind a community together. As a result there is an inclusive and caring Christian ethos that extends into the community. Leaders and governors plan strategically, and have an honest and challenging view of the future needs of this school. The decision to become part of the Uttoxeter Pyramid of schools is a key factor for the school's success in this development. There are opportunities to share good teaching and learning, as well as management practices. For example, a new assessment system across the schools brings a consistency of approach and helps with pupil transition. Parents feel confident about the future of this school. Careful succession planning and appropriate training is provided for leaders and governors which have already impacted positively upon this school's development. Accurate self-evaluation and reflection by skilled governors impacts well and effectively upon the strategic direction. The governing body makes a distinctive Christian difference but a more formal and robust monitoring schedule on monitoring of RE and collective worship is the key for future development. Statutory requirements for both RE and collective worship are met. Books are scrutinised and standards monitored. This ensures that RE has a high profile in school. The RE Staffordshire Agreed Syllabus provides an effective learning scheme so that pupils have a deeper respect of Christian values and beliefs, whilst also developing an understanding of other faiths including Sikhism. The school acknowledges that a high priority is to update the RE curriculum in line with the new Staffordshire Syllabus and to integrate with the 'Understanding Christianity' project. Effective partnerships exist with the diocese, multi-agencies and with some members of the church community. For example, a project with All Saints Church provided time for pupils to work alongside older church members. However, a greater understanding of Anglicanism needs to be explored and developed further. A history of substantial links with parish clergy have ensured Christian values and distinctiveness are embedded and the school acknowledges that change and transition because of a new parish ministry will take time to establish a forward direction. Positive partnerships which exist between the school and parents enhance pupils' learning. Parents appreciate the distinctive Christian values and ethos which pervades an atmosphere where visitors are welcomed and valued. This adds to the Christian distinctiveness. Parents speak of the care and concern shown to their children which enables their children to flourish spiritually, socially and academically. Parents believe pupils' academic and personal needs are being met and are enhanced through extra-curricular activities. One parent said, 'This is a place where pupils learning is supported and accelerated'. Pupils have a deepening sense of Christian identity and are provided with activities and reflection opportunities to celebrate diversity within a multi-faith and multi-cultural society. Current effective strategies include links with East Staffs Sports Partnership, where pupils participate in the inclusive festival where sporting activities are adapted for disabled people. Links with Germany, as well as a visit to the Derby Faith Trail and project work on British Values are examples of emerging effective practice and development. However, the school acknowledges that a school link with a different cultural area will provide further activities for pupils to encounter and appreciate the lifestyles of people of different faiths.