

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England (Aided) Primary School	
Bassett Lane, Sapcote, Leicestershire. LE9 4FB	
Current SIAMS inspection grade	Outstanding
Diocese	Leicester
Previous SIAMS inspection grade	Good
Date of academy conversion	June 2017
Name of multi-academy trust / federation	Inspiring Primaries Academy Trust (IPAT) Federation with Sharnford CE Primary School
Date of inspection	26 June 2018
Date of last inspection	12 June 2013
Type of school and unique reference number	Academy 144113
Executive Headteacher	Kathryn Allsopp
Inspector's name and number	Wendy Wakefield 867

School context

All Saints Church of England Primary School is a small school with 218 pupils. The school has undergone extensive development with the building of a new EYFS classroom and two further classrooms in Key Stage 2. The majority of pupils live in the village of Sapcote with 17% coming from nearby villages. 22.4% of pupils currently receive pupil premium funding, this is slightly below national levels. The percentage of pupils with special educational needs (SEN) is in line with national, however, the percentage of pupils with an education, health and care plan (EHCP) is slightly higher. A minority of pupils are of Traveller heritage but most are from a White British background.

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

- Embedded Christian values, based on the teachings of Jesus, shape the life and ethos of the school. This has a direct influence on the high standards of behaviour, positive attitudes and high quality relationships enjoyed across the school.
- Collective worship is affirming, regardless of faith, and provides the basis for personal reflection. It allows pupils' to develop a deeper understanding of their own spiritual development.
- The headteacher's passion, commitment and drive in developing the Christian character of the school is well supported by all stakeholders.
- The governors' spiritual, moral, social and cultural (SMSC) committee is very effective in ensuring that the effectiveness of All Saints as a church school is constantly monitored.
- All stakeholders articulate with pride the inclusiveness and love within their school, through which staff and pupils flourish and grow.

Areas to improve

- For pupils to continue to apply their understanding of the school's vision and core values to recognise and challenge national and global injustice.
- Increase opportunities for **all** pupils to plan and lead collective worship on a regular basis in order to fully recognise their importance as members of the worshipping school community.
- Fully embed the new assessment materials in RE and enable opportunities for moderation across the Trust in order that all pupils make progress and achieve well.

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

All Saints is a welcoming, inclusive church school with a well-developed set of Christian values at its heart. These values including friendship, forgiveness, justice, respect and reverence, perseverance and thankfulness are rooted in scripture and, because they have been chosen in consultation with all members of the school community, they are widely known and permeate all aspects of school life. Central to the school's mission is the phrase 'Learning for life in a Christian family'. This and the values ensure that the needs of pupils are at the forefront and a high level of nurture and care through a strong Christian ethos is provided. This is evident in the positive, caring relationships across the school community and the good behaviour seen around the school. One parent commented that 'Our children feel protected and nurtured, the staff know each individual well and in turn each individual feels valued.' Attendance for most pupils is good and families with problems are very well supported by the school. The different makeup of families within the community is recognised and celebrated, ensuring an inclusive approach and a knowledge that all are loved by everyone in the school and by God.

RE contributes well to pupils' spiritual, moral social and cultural (SMSC) growth. They are passionate about helping others and have raised money for local causes and charities. One child commented that by helping others, he was 'following the example set by Jesus' linking this to the story of the 'Good Samaritan'. A recent link with a church school in the Philippines has also led to pupils raising money to buy books and equipment. The pupils have a good knowledge of other faiths, which is supported by a programme of visits, and a good concept of world religions including Christianity. The beautiful outdoor environment, including quiet areas for reflection, gives many opportunities for pupils to explore and think about the beauty and wonder of the natural world. This in turn contributes to their spiritual development and understanding. A 'pilgrimage' to the cathedral at the end of Year 6 is highly valued by staff, pupils and parents who describe it as a spiritual experience which 'supports children in their transition from primary to secondary school'.

The impact of collective worship on the school community is outstanding

Collective worship is of central importance within the school community and parents value the opportunities to come into school and share this special time with their children. Pupils talk animatedly about the use of 'Prayer Babies' where 'Peter Praise', 'Suzy Sorry', 'Andy Ask' and 'Thea Thanks' guide them in writing their own prayers which they regularly share at worship and other times during the school day. They understand the value of prayer and reflection on their lives and actively seek out opportunities to pray as part of their own spiritual journeys. One child commented that prayer makes her 'happy, calm and thankful for what we have'.

Feedback and monitoring is very effective and proves that collective worship is highly valued across the school community and has led to significant improvements. Pupils and staff participate and use this opportunity to be together as a whole school family at this special time. Worship consistently engages them with the Christian faith and they value this time for personal reflection. The school uses a range of resources to support worship, and ensures that it is engaging and gives pupils the time to pray and reflect. An act of worship shared on the day of the inspection saw pupils in Year 4 creatively retell the story of Noah through drama and art. One child took on the role of Noah and was able to answer questions and make statements based on Noah's own perspective. Worship is inspirational and inclusive and is based around Diocesan themes, all pupils recognise this as a special time in the school day. Members of the school community place great value on collective worship and recognise the impact it has upon pupils' lives. As a direct response to the outcomes of monitoring, a popular worship group for pupils has recently been set up by a foundation governor. The pupils in this group talk with enthusiasm and confidence about planning and leading acts of worship. However, there are not yet regular opportunities for **all** pupils to plan and lead worship.

A variety of adults lead worship in school to ensure that it is meaningful, engaging and special. There is a strong focus on the teachings of Jesus and of his importance to the Christian faith. Biblical teaching is particularly effective noticeably through the involvement of local clergy from both the Anglican and Methodist churches, and the 'Open the Book' team. This has resulted in children being able to draw messages from Bible stories and relate them to their own lives where they aspire to be 'respectful, caring and good'. The environment for collective worship is calm and a designated area in the hall with a cross, Bible and candle provides a focus for reflection. Pupils and staff see the symbolic lighting of the candle as very important: it acts as a spiritual focus for reflection. Pupils understand the relevance of local Anglican tradition such as liturgical colours and responses. They are aware of God as Father, Son and Holy Spirit and can articulate some understanding because of teaching in RE. Services held in church to celebrate special times like Christmas, Easter and the end of the school year are well supported by the community and have given children an impressive understanding of Christian festivals and the seasons of the church year.

The effectiveness of the religious education is good

RE has a high profile in the school and the new subject leader has made a huge impact on teaching and learning in this area. Her enthusiasm and plans for the future, alongside the current good starting point, have established a secure basis for maintaining improvement. Teachers are well-supported and resourced. As a result their confidence and subject knowledge has increased. Lessons are planned to meet the needs of all learners, using a range of activities which engage pupils and develop essential skills. Work on assessment with the academy trust group has led to more careful tracking of progress and attainment. However, this is not yet fully effective because there has not been enough moderation across the group to check the accuracy of assessments. The quality displays of RE work in each classroom and in public areas of the school and the high-level discussion demonstrate the high priority given to the subject. Pupils enjoy and value RE saying that lessons are enjoyable and interesting. The introduction of RE weeks rather than discrete lessons have added a real depth to learning and have ensured that children can learn creatively through debate, dance, drama and art as well as through more traditional methods. 'I love RE week' one pupil explained 'it gives us lots of time to really think about important questions like "Is God real?" We can try to find answers in lots of different ways but in the end it's ok that we all have different opinions.'

The curriculum is well-balanced and based on the locally agreed syllabus and the 'Understanding Christianity' resource. The use of this resource, whilst at an early stage of implementation, is clearly increasing teachers' confidence in securing good progress. This effective curriculum ensures that RE makes a significant contribution to pupils' spiritual, moral, social and cultural development. In addition, through the study of religions other than Christianity, children learn to respect and understand diverse faiths and cultures. First-hand experiences, such as visits to mosques and temples, inspire and excite children and support their understanding.

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

The drive, passion and commitment of the headteacher has a significant impact on the whole school community, in particular the families served by the school. She talks about her vision for the school as 'a special place in the community where pupils can thrive in a Christian family and truly experience the love of God.' She is supported by a staff team and governing body who clearly share her vision and they have, together, ensured that the development of the distinctive Christian character of the school remains a priority. The safety and well-being of children and staff are of high importance and this can be seen by the relationships in the school and by the high level of importance placed on pastoral care. The school vision and Christian values are clearly reflected in policies and practice. Progress across the school is good. Attainment in Early Years and Key Stage 1 is at least in line with national expectation and extensive support for pupils and families and careful tracking indicate that Key Stage 2 results are likely to reach these expectations this year. Leaders recognise the contribution a strong partnership with parents makes to both pupils' learning and to forming a community based on Christian values. There are very active links between the local churches and the school, which are mutually beneficial. Partnerships with other schools locally as well as with a church school in the Philippines have ensured that children are developing an understanding of national and global communities. There are currently no opportunities for pupils to further develop these links in order that they begin to recognise and challenge issues of inequality and injustice in the world.

Governors are very supportive of the school and relationships with staff are clearly based on mutual respect. The SMSC committee led by the very proactive and committed chair of governors, ensures that church school distinctiveness and effectiveness enjoy a high profile. Having a thorough knowledge of school performance means they are in a strong position to both support and challenge. Pupils know them well as they regularly visit the school for events and to participate in focussed monitoring and evaluation which has led to improvement. For example, the pupil worship group was set up by a governor following the monitoring of collective worship.

The Inspiring Primaries Academy Trust (IPAT), was carefully chosen by leaders due to its majority church school membership, to ensure that Christian ethos remained a priority. Since joining, the school has benefited from the support and advice of Trust colleagues. The school also accesses support and guidance from the Diocese. Regular staff training and attendance at courses and meetings ensures that staff are aware of the latest developments in relation to church school distinctiveness and RE. Support for future leaders of church schools is very effective. For example, the previous deputy, following completion of a church school leadership course, has now been appointed substantive headteacher at another local church school.

Statutory requirements for RE and collective worship are met. Key issues for development from the previous inspection have been fully addressed. Overall the leadership and management is outward looking and actively seeking a future which protects and enhances its distinctive Christian character and benefits the whole school community.