



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints C of E (A) First School

Cheadle Road
Leek
Staffordshire
ST13 5QY

Previous SIAMS grade: Good

Diocese: Lichfield

Local authority: Staffordshire

Dates of inspection: 27 November 2014

Date of last inspection: 13 October 2009

School's unique reference number: 124341

Headteacher: Elizabeth Allbutt

Inspector's name and number: Mark Cooper 425

School context

All Saints is an oversubscribed First School in a semi-rural setting. The majority of pupils who attend are white British. It is becoming increasingly popular with pupils who are disadvantaged. It has been awarded Beacon status for the quality of the teaching of Religious Education, and has also achieved the International Schools Award for its links with a Primary School in Kenya. Since the last inspection there has been a change in the headteacher and the parish church is currently without an incumbent.

The distinctiveness and effectiveness of All Saints C of E (A) First school as a Church of England school are outstanding

- The leadership and vision of the headteacher which promotes the Christian distinctiveness of the school.
- The shared Christian vision, owned and modelled by the whole school community.
- The teaching and leadership of religious education (RE) and good quality assessment, which identifies good progress and standards.
- High quality worship, which contributes to the excellent spiritual development of pupils.

Areas to improve

- Strengthen the current evaluative systems to monitor more effectively the impact of the Christian distinctiveness on the pupils' learning.
- Develop links with an inner city primary school, for example, so that pupils can further develop their multi-cultural understanding and awareness of diversity within our society.

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

The strength of the school is its ability to draw on the whole school community to take ownership, and put into practice its identified Christian values. The Christian distinctiveness is driven forward both by the visionary headteacher and the RE co-ordinator; shared and valued by the whole school community. The school truly reflects its motto, 'Christian, Caring Community.' Pupils are able to thrive in this environment and make excellent academic progress, particularly those who are disadvantaged. Their behaviour in lessons and around school is excellent. Pupils talk about excellent learning opportunities which make learning fun, so that everyone wants to be the best they can be. Pupils are nurtured in their spiritual understanding through the teaching of high quality RE and their participation in worship. Pupils talk openly about belief in God and Jesus and how this affects their lives. They believe that it is this that makes them, '*confident, happy, not afraid, grateful, safe and protected.*' The positive family environment of the school encourages pupils to make friends easily. Through the consistent application of Christian values pupils who are vulnerable, or have special educational needs, feel welcomed and are accepted by others. This view is strongly supported by parents. Quality displays around the school support and enhance the Christian distinctiveness. Through the many charity events, and the links with a primary school in Kenya, pupils reflect on those who are less fortunate than themselves materially and therefore appreciate what they have. Pupils make excellent progress in their spiritual and moral understanding.

The impact of collective worship on the school community is outstanding

Worship is central to school life. It is well planned following the Anglican liturgical tradition. There are close links with the church and its team ministry. Pupils are exposed to Eucharistic worship every term. Pupils help to lead worship in some of the main Christian festivals throughout the academic year. Both whole school and class worship is of a high quality. All staff members take part and help to lead worship with their pupils. Its focus is on Christianity, and the life of Jesus. During collective worship pupils are quiet, reflective and respectful. They take part and are posed interesting questions which they enthusiastically respond to. They sing hymns with gusto, pray, and say the 'Lord's prayer'. They clearly enjoy their worship experiences and say that it helps them to be, 'calm and peaceful.' One pupil commented on how they felt that worship helped them to move from, '*darkness to light, taking the bad stuff away*', and another on how it helped them to, '*talk to God.*' Pupils talk about prayer and recognise its importance in their lives. In a year one class worship pupils reflected upon their own conduct and actions by responding to the school's Christian values. Through the teaching of the miracle of the paralysed man pupils could make connections between Jesus, who helped others, and the way that they could do the same for those whom felt lonely or were upset. They would do this because Jesus did it. Worship has a positive impact on behaviour and relationships across the school as it always linked to the school's Christian values. Pupils' spiritual awareness is further enhanced through a well-attended school Christian club. Pupils have been instrumental in planning the school reflection garden and a memorial bench for one of their teachers. This has enhanced the value of remembrance and its place in the Christian year of festivals.

The effectiveness of the religious education is outstanding

RE is led by a very skilled and highly motivated RE coordinator. The quality of teaching is outstanding overall and never less than good. As a result standards are well above average for all age groups. Assessment procedures, such as the 'skills ladder', are robust and focus on developing pupils' understanding of God. The teaching of RE uses a wide variety of teaching styles to ensure that pupils are fully engaged. This includes the use of ICT, drama, paired and group work, skilful questioning and other motivational activities. Pupils are allowed to raise questions during lessons all of which are valued by their teachers. They use their understanding about the life of Jesus and apply this to their everyday lives. This develops their moral

understanding and to know the difference between right and wrong. Their understanding of Christianity for their age is excellent. Pupils are exposed to the religions of Islam and Judaism and can talk about these with some clarity. Opportunities to refer to the school's Christian values, or links with worship, are made available during the teaching of RE. Pupils' can therefore make links and connections between RE, Christian values and worship. RE is linked to many areas of the school curriculum and has a high profile. This raises its status across the school. Pupils therefore value and clearly enjoy the subject. Progress in the subject is excellent. The school has been awarded Beacon status for the effectiveness of its RE by Lichfield diocese. RE is now in a position to strengthen student's multi-cultural understanding and awareness of diversity through developing links with an inner city primary school.

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

The headteacher and RE coordinator are instrumental in ensuring that the Christian vision has high profile across the school. Governors are instrumental in identifying and establishing the Christian values across the school. They speak highly of the headteacher and support her in her role. The success of the Christian vision has been down to all members of the school community seeing its value and importance. All have ownership of the vision and want to see it succeed across the school. The Christian vision has clearly impacted on the achievement of all learners in realising their potential and the development of their spiritual, moral, cultural and social understanding and well-being. Governors commented on the positive learning environment that promotes confidence amongst the pupils. Parents spoke highly of the inclusivity of the school. They highly valued its Christian distinctiveness which they believed had a positive impact on their children. Professional development opportunities for staff strengthen their understanding of the Christian vision and how this can be furthered across the school. Links with the local church ministry team and team youth worker are strong. They support the school on a weekly basis. The school has developed strong links with a primary school in Kenya. This has enhanced pupils' understanding of the wider global Christian community. There are some evaluative procedures in place, but these need strengthening and further development. Since the last inspection the targets for improvement have been met and taken further through the development of the reflection garden.

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