

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Aided Primary School

Long Street
Wigston Magna
Leicester
LE18 2AH

Current SIAMS inspection grade	Outstanding
Diocese	Leicester
Previous SIAMS inspection grade	Good
Local authority	Leicestershire
Date of inspection	20 June 2017
Date of last inspection	25/31 May 2012
Type of school and unique reference number	Voluntary Aided 120206
Headteacher	Jenny Marshall
Inspector's name and number	Sheila Grice (165)

School context

All Saints Church of England Primary School is an average sized primary school, south of the city of Leicester. The majority of pupils are White British, with increasing numbers of other ethnic and faith communities being represented. Numbers have risen rapidly in the last year, increasing by 55% from 175 to 285 and since August 2016 the school has taken in Year 6 pupils. The proportion of children with special educational needs, statements, education health care plan and free school meals is above average. The numbers of children with English as an additional language are increasing.

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

- Outstanding Christian leadership provided by the headteacher and religious education (RE) leader, along with the active support of staff, governors and the vicar, ensures that every child is valued and respected.
- The Christian love and care shown to all pupils, their families and staff has a very positive influence on their lives.
- Opportunities provided through worship, RE teaching and across the curriculum powerfully impact on children's spiritual, moral, social and cultural (SMSC) development.
- High quality teaching and learning in RE and a rigorous tracking system ensures children achieve their very best.

Areas to improve

- Increase opportunities for children to plan and lead acts of worship, using a variety of settings, so that their ownership of worship is further enhanced.
- Develop more opportunities for children to use creativity and originality to apply their knowledge and skills, in order to further enhance the quality of teaching and learning in RE.

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

This school is exceptional in nurturing, encouraging and challenging learners so that they achieve their very best. On entry into Reception levels of attainment are significantly below age related expectations. By the end of Year 5, pupils have closed attainment gaps with their peers nationally, and made good progress. This is testament to the school's focus on a holistic approach which meets the needs of every child. The Christian vision, 'All learning, all growing, altogether' is deeply engrained in all aspects of school life. The wealth of high quality displays bear colourful testimony to the importance given to the school's Christian character. Staff 'go the extra mile' to ensure the needs of all children are met, whether academic or social and pastoral care is exceptional. Class RE big books provide a wealth of evidence that children have a very good understanding of a range of Christian values such as justice and trust and they can clearly relate these to the Bible and their own lives. Using the Good Samaritan Award to recognise children displaying values in action reinforces teaching on the Christian values. Staff and governors are united in their understanding of the importance of the school's distinctively Christian character. This is evident through the school's genuine love and care shown to every child, their family and all staff members. The strong focus on SMSC underpinning curriculum provision and supporting pupils to make links in their learning and their spirituality, embeds the Christian ethos on a daily basis. This alongside the school's nurture programme and inclusive approach to meeting all pupils' needs ensures a welcoming school which embraces and celebrates diversity and demonstrates a distinctively Christian approach which actively enables barriers to children's learning to be addressed. Children's behaviour and their attitudes towards learning are both very good. RE teaching is given an extremely high priority, being regarded as a 'core subject' alongside maths and English. Consequently it contributes significantly towards the children's SMSC development. Children display a very good understanding of other cultures and faiths and show a remarkable level of tolerance and respect for all. Children speak confidently about God, 'who is all around us and always with us'. Interactive reflection corners in each classroom and in corridors are well used providing space for children to 'be still and think about things'. Children enjoy taking part in a range of activities within the community, such as making and handing out hot cross buns and the procession up to All Saints church with a donkey.

The impact of collective worship on the school community is outstanding

High quality collective worship, which enriches the lives of both adults and children, is clearly at the heart of this school community. There is a strong focus on Biblical teaching and consequently children are developing a good understanding of Bible stories. As one child explained, 'They teach us how to be a better person and live like Jesus.' The attitude of children towards collective worship is very positive because they are actively engaged and it supports their spiritual development. There is an agreed structure in worship which enables all children to be fully involved and familiar with what is happening. Singing, prayer and reflection time form an integral part of worship. The reflection time, which begins with the sounding of the 'ringing bell', helps children to apply what they have been learning or just to be calm and still. The Lord's Prayer is said in all acts of worship and children have opportunity to write their own prayers, which show a real sensitivity and care for others, for example after the recent events in Manchester and London. The use of modern, religious songs enables children and adults alike to engage fully in worship. Action songs are a favourite with the younger children. Staff appreciate collective worship, particularly the singing 'which is so uplifting'. By having a mix of whole school, key stage and class assemblies each week the individual needs of all children can be met. Regular visitors including Father Trevor, Mr Scrappy, chair of governors and other local leaders, enable the children to have rich, varied experiences, which enhance worship. There are opportunities for children to lead worship and they do so confidently. Older children are beginning to plan and lead collective worship in class, but this does not yet extend across the school. Worship is consistently and recognisably Christian, due to detailed, thoughtful planning, based on the 'Roots and Fruits' scheme. As a result, children are developing a good understanding of the Christian calendar and Christian values, related to Bible stories. They are learning about Anglican practice by using liturgies, for example the Peace at the beginning and end of all worship. Children are developing a good understanding of the Trinity, which was illustrated during a debate between some older children who were discussing which members of the Trinity were present at creation. Children confidently discuss the importance of annual events including Remembrance Day and the Lancaster Bomber memorial service, which provide opportunities for them to remember those who lost their lives. The Polish corridor in school, which includes memorabilia and messages of peace is a permanent reminder of the plane which tragically crashed on what is now the school site. Parents value the opportunity to share in worship and class assemblies and termly services in the church are very well attended now with numbers of parents attending increasing each term. The leaders for collective worship have been instrumental in ensuring that it is continually improving. For example, monitoring showed that children wanted to be more involved in planning and leading worship and Year 6 have begun to take responsibility for this. Pupil voice is strong and the RE ambassadors are proud of their role in school, promoting RE and collective worship.

The effectiveness of the religious education is outstanding

RE teaching and learning is a key strength at this church school. The standard of written work, discussion and displays are very high, demonstrating the effectiveness of the RE teaching. Children are achieving an age appropriate understanding of Christianity and of the importance of Jesus to Christians and data tracking shows they make good progress in RE. All teaching is good or outstanding and there is good differentiation which results in children achieving their very best. Books show good progression across year groups and feedback and marking is very effective. Children clearly take a great deal of pride in their work and this is reflected by the high-quality recording in their books. Children benefit from high quality learning experiences which impact significantly on their knowledge and understanding of Christianity and other religions as well as their spiritual development. As one teacher explained, 'If my kids were running the world it would be a better place.' Older children can reflect on their own beliefs and those of others and they show a good level of understanding and respect for other adults and children from different faiths, or no faith. Children have a good understanding of the teachings of Jesus and why we should follow his example and they are developing skills of comparison and personal reflection. One child explained one of her favourite Bible stories is the Two Builders, 'because it helps us understand we need to build our lives on God, rather than ourselves'. Staff are confident planning in line with Bloom's Taxonomy which promotes the development of higher order thinking skills. Consequently, children are encouraged to apply and evaluate their learning in RE. However, children do not currently have a range of opportunities to record creatively and respond in a variety of ways, including art and drama, during RE lessons. Parents speak very positively about the RE teaching and its impact on their children, saying their children come home excited and wanting to talk about what they have learnt in school. Assessments are made which inform both planning and teaching and the rigorous monitoring programme, involving termly pupil progress meetings with each teacher, ensures all children make the best possible progress in RE. The termly position statement provides an excellent summary of standards and progress with priorities clearly identified which impact on teaching and learning. Further insightful monitoring and evaluation by an enthusiastic and dedicated RE leader ensures that RE teaching and learning is continually improving. Her secure knowledge and clear vision provides encouragement and support to colleagues and she has a very good understanding of the strengths in RE as well as the areas for development. Her very effective monitoring ensures children continue to experience a rich, varied and interesting curriculum. Having introduced some of the 'Understanding Christianity' resources this year, she is now well placed to introduce this across school in the future.

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

School leaders have effectively established and promoted a distinctively Christian vision at All Saints. Consequently, the school's provision is deeply effective at enabling all to flourish and to live 'life in all its fullness'. The Christian ethos pervades all aspects of school life because it is so deeply embedded and 'underpins' all decision making. Children are exceptionally well cared for within a 'family' atmosphere based on Christian love and respect. This is a very happy school where relationships are extremely strong and children feel safe and secure. Staff also go out of their way to support families offering practical support alongside a listening ear. Children of all faiths, and none, feel valued and respected by staff and children alike. Leaders are focussed on school improvement. They have an excellent understanding of the school's strengths and areas for development and have been instrumental in securing changes, particularly in ensuring the needs of all children can be met so that they can 'grow and learn together, surrounded by the love of God'. The foundation governors encourage and challenge the school effectively, working very closely with the headteacher. Governors are fully involved in the role of monitoring and evaluation and this ensures that the school's Christian character is central to all decision making. Evaluations are reported back through staff meetings and the Church Unity committee of governors and staff. Agreed improvements are then fed into the school development plan which ensures improvements are made. School development planning begins with a quote from Romans 12 which values all staff and encourages them to use their gifts with 'diligence and mercy'. It is because staff prioritise worship and RE that there is such effective practice in both areas. Partnerships with parents and local churches are very strong. Parents speak very positively about the benefits of their children attending a church school and they value the strong sense of community and family which encourages their children to look out for each other and help others in need. They appreciate the way children are taught to respect others even when they hold different views or have a different faith. Links with All Saints church are very good, offering mutual benefit to all. The whole school community speaks enthusiastically about very positive relationships with the parish and the impact of this can be seen both in school and in church. Father Trevor is a frequent visitor and provides valuable support for the headteacher and staff. Legal requirements for RE and collective worship are fully met and full advantage is taken of training for both leaders and governors. All the issues from the previous inspection have been successfully addressed and the school is well placed to continue to thrive as a church school.