

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>All Saints' Church of England Primary School</b>	
Brickbridge Road, Marple, Stockport, SK6 7BQ	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Chester</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Stockport
Date/s of inspection	19 October 2017
Date of last inspection	24 September 2012
Type of school and unique reference number	Voluntary Controlled 106102
Headteacher	Helen Morton (Current joint Acting Headteachers Kate Noble and Daryl McShane.)
Inspector's name and number	Carolyn Whiteway (Allyson Taylor 768 QA Assessor)

### School context

All Saints' Church of England Primary School is a one-form entry Voluntary Controlled school and currently has 215 pupils on roll. The school serves families from both social and private housing and a large majority of pupils are of White British heritage. Eligibility for free school meals over the previous six years is currently just below the national average.

The substantive headteacher has been in post since 2013 but is currently on maternity leave. Two assistant headteachers are job sharing the acting headteacher role and another member of staff is performing an acting assistant headteacher role.

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

- Pupils are highly valued and nurtured as individuals in a caring Christian environment, which enables them to flourish academically, spiritually and socially.
- Relationships between all members of the school community are a strength of the school and are clearly influenced by the school's core Christian values.
- The work of governors in supporting the Christian ethos of the school and in providing effective links with All Saints' Church is exemplary.

### Areas to improve

- Clarify the focus of the school's vision by bringing together the various values and vision statements into one clear mission statement.
- Develop a clear policy for spiritual, moral, social and cultural (SMSC) development and define what the school understands by spirituality so that the school community shares a common language.
- Increase opportunities for all pupils to plan and lead worship independently to promote wider ownership and engagement.

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

The Christian values of hope, friendship, trust, thankfulness, forgiveness and peace are deeply embedded in the life of school and clearly articulated by all members of the school community. These values together with the All Saints' Vision and a 'growth mindset' approach create a welcoming, positive and aspirational learning environment. The physical environment also supports and celebrates the school's Christian identity with crosses, stimulating displays and Bible quotations, making an effective contribution to the spiritual development of all members of the school community. The wide variety of vision and value statements currently in place does appear, however, to be somewhat confusing to the pupils who found it hard to distinguish between those linked to biblical teaching and those associated with 'growth mindset'.

An extremely supportive approach is shown towards all families, based upon a clear understanding of each child's individual needs and this has helped to improve attendance and to secure the trust and support of families. Achievements are celebrated weekly and are a great boost to pupils' confidence and self-esteem. The security given by this loving Christian nurture enables pupils to give of their best, leading to good academic progress and achievement. In their relationships with each other and with pupils and families, staff consistently model the school's core values and the 'All Saints' way', so that pupils enjoy school and behave well, with older pupils acting as buddies to younger ones. The recent introduction of restorative justice techniques is also enhancing the positive atmosphere and enabling the school's Christian values to be more evident in the management of behaviour. Parents are overwhelmingly positive about the school and clearly recognise and value its Christian ethos. One parent commented that she had started to attend church as a result of her child attending All Saints' and another that she was 'excited to watch the journey' her child would be going on at All Saints'.

The Christian character of the school successfully enables pupils to recognise the need to be respectful and tolerant of difference, though they have little direct experience of the type of more ethnically and socially mixed communities found in other areas of Greater Manchester. Pupils are enthusiastic about religious education (RE), which enables them to explore and reflect upon both Christian beliefs and those of other major religions. As a result, they show some understanding of and respect for other faith communities. RE has a high priority in the curriculum and, through the use of 'Discovery' materials to deliver the locally agreed syllabus and imaginative teaching, makes a significant contribution to pupils' SMSC development and to the Christian character of the school. A clear definition of spirituality, understood by all members of the school community is, however, not yet in place.

### **The impact of collective worship on the school community is good**

Worship is an important element of school life and all members of the school community value it and respond positively to daily acts of worship. It is distinctly Christian and carefully linked to the school's core Christian values which helps pupils to explore their meaning and personal significance. Worship is well planned to enable themes raised in whole school worship to be discussed in an age appropriate manner during class worship. Pupils very effectively and honestly respond with their thoughts using dove shaped evaluation slips called 'Peace Doves'.

Although worship has been adapted as a result of feedback, no systematic evaluation by leaders is yet in place. Worship themes are based firmly on Christian values, biblical teaching and Church festivals.

The use of a simple liturgy at the start of worship, the use of focus objects such as a lamp and Bible and the saying of the Lord's Prayer help pupils to understand some aspects of the Anglican tradition of their worship. The close proximity of All Saints' Church enables regular visits for celebrations such as Harvest, Easter and Christmas, which further support pupils' knowledge, experience and understanding of Anglican tradition. Pupils enjoy the times they attend church; one child commenting 'I just love going to church.' Participation in worship is also valued by parents and the wider community and enables everyone to celebrate being part of the extended church family.

There are frequent opportunities during the day for prayer and reflection with all classrooms having comfortable, well-used reflection areas. Pupils are proud of the school prayer, which was written collaboratively and is used daily. They were keen to contribute simple prayers spontaneously during the act of worship witnessed. Units of work on the Trinity have been undertaken this term and imaginative teaching is enabling even some of the youngest pupils to begin to develop an understanding of God as Father, Son and Holy Spirit. Year 1, for example, had made 'Trinity Triangles'. Whilst worship is led by a range of staff, governors and visitors from the Anglican tradition, there are currently no links with other local Christian churches. Pupils participate in leading worship through the Ethos Group and regular class assemblies but would welcome the chance to do so with more frequency and independence.

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

All leaders confidently articulate and live out a vision firmly rooted in Christian values and this is felt throughout the school in the excellent relationships and mutually supportive atmosphere. Staff are highly motivated to ensure that pupils receive an excellent Christian education. Through an engaging curriculum, informed by the school's core values, pupils are given the opportunity to thrive and to aspire to be the best they can be. Self-evaluation is accurate and effective in driving further improvement. This is evident both in rising attainment and in the improvement in pupils' attitudes and behaviour in recent years, mentioned by parents and staff. All children are valued as individuals and the school's Pupil Premium funding is used to ensure that disadvantaged children have the same opportunities as other children, for example in the chance to take part in residential visits. Parents have nothing but praise for the way in which staff make families and pupils feel welcomed and supported. Leadership is widely distributed with staff, governors and the pupils' Ethos Group all playing significant roles.

The work of governors in monitoring and developing the Christian distinctiveness of the school through their Christian Ethos Committee is particularly impressive. Governors are also instrumental in maintaining the very close links with All Saints' Church. These support pupils' SMSC development through events such as an annual Church Week, the support of a Children and Families Worker and the provision of reading volunteers. The governors have also been instrumental in promoting links with a church and school in Kisoro, Uganda and the Bishop from the Ugandan diocese has visited the school and led worship.

The Ethos Group play an enthusiastic role in the evaluation and development of the school's Christian character and have, on occasion, led worship and reported to the governors and to the congregation at All Saints' Church. On their own initiative they organised a Bible Storytelling tent during this year's Church Week. The school is active in raising money for charities such as the Potters' Village Child Crisis Centre in Kisoro in addition to local appeals such as that for the victims of the Manchester bomb. Such actions demonstrate an understanding of the Christian imperative to support those in need.

The leadership of worship and RE are given a high priority and staff are given opportunities as potential future leaders of church schools through a strong emphasis on supporting professional development in Christian leadership. Governors are both supportive of staff and appreciative of their commitment and hard work. One commented: 'Staff live out the values in the classroom.' The extent to which governors value staff development is shown in the acting leadership roles during the headteacher's maternity leave. This enables members of staff to gain experience in more senior roles while affirming the school's shared vision as a flourishing Church of England school.