



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### All Saints Church of England Voluntary Controlled Junior School

Knebley Crescent  
Hill Top  
CV10 7AT

**Previous SIAMS grade: Good**

**Current inspection grade: Outstanding**

**Diocese: Coventry**

Local authority: Warwickshire

Date of inspection: 22<sup>nd</sup> June 2016

Date of last inspection: June 2011

School's unique reference number: 125653

Headteacher: Sally Kaminski-Gaze

Inspector's name and number: Rosemary Privett 321

#### School context

All Saints is an average sized urban primary school with a Nursery serving an area of high deprivation. The percentage of pupils in receipt of pupil premium funding is well above the national average. The percentage of pupils from minority ethnic groups is a little below average. The range of pupils' countries of origin has widened and numbers of pupils of traveller families has increased recently. The percentages of pupils with special needs are well above average and the mobility of some of the school population is high. The school is an ICON (International Cross of Nails) school.

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

- Strong leadership resulting in Christian values and principles being deeply embedded across all its work.
- High quality pastoral care provided by the school within a Christian framework enabling all pupils to make good progress.
- High quality relationships, which demonstrate the Christian message in action.
- The outstanding impact of times and places of reflection on pupil's spiritual development and the school's distinctive Christian character.

#### Areas to improve

- Develop the involvement of pupils in the evaluation of worship, so that they have more experience of leading its on-going development.
- Increase the occasions when pupils encounter the vocabulary and symbolism of The Trinity in worship to develop understanding of this key Christian concept

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

Distinctive Christian values are made explicit and shine out in this fully inclusive school. The core Christian values of peace, hope, faith, truth and love are absorbed into its culture. The needs of each individual pupil stand at the heart of school life. They are loved as 'unique' children of God. This is particularly important as the school serves an area of high deprivation. The school's Christian ethos is truly distinctive and encapsulated in their application to be an ICON school. It clearly outlines how peace, love and reconciliation underpin all its work. The school's commitment to these values is communicated in a way that is truly relevant to pupils. This means that they can articulate what it means in the life of their school. A Year 6 boy said, 'We are a cross of nails school because we try to be peaceful here. We always try to give others a second chance, like our teachers do to us'. The core values also strongly underpin school policies. A very good example of this is the behaviour policy, built around forgiveness and restorative conversations. This results in a supportive and nurturing Christian environment where children have a sense of hope for their future. All pupils, including the more able are achieving well. Very carefully planned provision makes a significant contribution to the progress and wellbeing of vulnerable members of the school community. The good progress seen in both the academic achievement and behaviour of these pupils is a testimony to the high quality of teaching, pastoral care and Christ-like compassion and care given to all. Trust is built up over time so that there are strong relationships with families. These are key to the very effective support mechanisms for those with poor attendance or those at risk of exclusion. The annual Peacemakers project for Year 4, led by the Quaker peace education project, helps children learn about themselves. It also raises self-esteem, enabling them to value themselves and each other regardless of difference. Year 5 pupils are trained to be peer mediators at lunch and play times. They greatly value this role where they 'help others sort out their quarrels'. Spirituality is 'a constant undercurrent', permeating the curriculum. A sense of the spiritual is also evident in the physical environment. Reflection spaces outside and inside are greatly valued by pupils. They are viewed as places of peace and rejuvenation. A Year 5 pupil said, 'I think the reflection area with the cross by the canal is beautiful. People go there when they are angry and it calms them down.' A strong thread of reflection runs through all age groups and all areas of the curriculum. A good example is the way music and quiet thinking time is used to prepare pupils for learning. This begins with the Nursery pupils who begin each new day with a time of quiet and reflection. Religious education [RE] is well planned. Creative cross-curricular links are used very effectively to help pupils make connections between RE and other subjects. As a result, it engages and challenges them. Through RE and international links, such as the Aid2Africa project they are developing an understanding of Christianity as a multi-cultural world faith. Units of work on other faiths are memorable for pupils. As a result, they understand the importance of respecting other religions. RE is a driver for whole school curriculum activities based around major Christian festivals, such as Easter and Christmas. This, along with activities such as the annual 'Peace Service', greatly enhances the Christian character of the school.

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

Well-planned and creative acts of worship have a place of major importance in school life. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Staff and parents value worship as a time of coming together and building the community. Staff also value the times for reflection. A teacher said, 'It is a time of coming together, despite our differing faiths'. Pupils visibly engage with worship and their responses are often 'deep and insightful'. The coordinator plans worship carefully. It is a driver for the school's values and themes are planned around them. This enables pupils to make links between the values and their biblical roots. There is also a strong emphasis on the major festivals of the church year so pupils understand the significance of its special colours. Stories from the Bible and the life and teachings of Jesus also feature prominently. Pupils particularly enjoy the weekly 'Open the Book' worship where Bible stories are shared in an interactive and engaging way. The team leading this worship includes clergy and parishioners. Pupils greatly enjoy the visits of 'our friends from our church'. Class groups now take turns to plan and lead worship. As a result of their involvement they are beginning to understand and

appreciate its main elements. Reference to God as Father, Son and Holy Spirit is made on occasions. A signed welcome to the Holy Spirit helps everyone focus on the reverence of the occasion. However, the use of other vocabulary and symbols associated with this concept is limited. Due to this, they struggle to explain its significance in worship. Through worship, pupils have a clear understanding of the meaning and purpose of prayer and reflection. The places and times for quiet reflection and prayer help pupils to appreciate its importance to them personally. A Year 6 girl said, 'When I sit and pray I feel that God is very close to me'. Pupils enjoy writing prayers for special services and for use in their classrooms. They are proud of their contributions to prayer books in class reflection areas. Monitoring and evaluation of worship has developed since the last inspection. It now happens through regular planned discussions between leaders and governors. The views of pupils are sought, but as yet the occasions when pupils have responsibility for leading their own evaluation activities are currently limited.

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

The strong and insightful Christian leadership of the headteacher ensures that this school promotes a highly distinctive vision rooted in Christian values. Expectations for the best possible education and well being for all within a Christian environment are passionately expressed. Since the last inspection, the headteacher has supported staff to grow as leaders of church schools. These teachers now form the backbone of the current senior leadership team. This strong and determined team has driven the significant improvements to the quality of teaching and learning. Their work has also helped enrich the schools' distinctive character. The headteacher says that her personal faith 'compliments and nourishes' her work as headteacher of an Anglican school. Her vision is of bringing about a learning community for the children and adults in which 'all are valued, all are empowered to forgive and where harmony can be restored.' Through its strong nurturing vision, all leaders ensure that this is a highly effective school. Pupils' wellbeing, spiritual moral, social and cultural development and high academic achievement are strongly promoted. Christian values strongly underpin the support given to families in challenging situations, creating a loving and caring community. A parent said, 'This school is like my family. It gives me and my children hope for a better future.' The headteacher and her deputies know the school's strengths as a church school and have effective strategies in place to check on its effectiveness. Their careful monitoring and evaluation informs the annual church school action plan. These plans have led to on-going improvements, which enrich its distinctive character. A good example of this is the way diocesan training has been used effectively to improve the quality of teaching and learning in RE. It also supports teachers in planning high quality experiences for spiritual development across the whole curriculum. Through regular monitoring visits and discussions with pupils and senior leaders, governors know their school well. Diocesan training on the new SIAMS (Statutory inspection of Anglican and Methodist schools) inspection framework has helped to develop their understanding of their strategic role as leaders of a church school. They now offer leaders more support and challenge. Strong leadership of worship and RE ensures that not only do they meet statutory requirements, but they also help define the school's Christian character. Focused action planning has resulted in many vibrant cross-curricular activities. These support pupils in understanding aspects of the Christian faith in ways that are relevant and fun. Pupils are nurtured as leaders. They are making strong and meaningful contributions through their work on the eco and school councils. Leaders foster many mutually beneficial partnerships with the church, the diocese and the wider community. They strongly support the schools, distinctive character. Through close links with Coventry Cathedral, pupils understand the mission of peace and reconciliation in that place, as well as in their school. There are strong partnerships with the parish church and its clergy. Through a Church Urban Fund grant obtained by All Saints Church, the school supports parents to develop literacy and cooking skills. These relationships are a tangible expression of the Christian message in action. This enables All Saints to be an excellent example of a school, which is both distinctive and highly effective as a church school.

SIAMS report June 2016 All Saints CE VC Primary School Nuneaton, CV10 7AT

