

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Aided Primary School	
Boughton Green, Kingsthorpe, Northampton NN2 7AJ	
Current SIAMS inspection grade	Outstanding
Diocese	Peterborough
Previous SIAMS inspection grade	Good
Local Authority	Northamptonshire
Name of multi-academy trust	N/A
Date of inspection	26 th June 2017
Date of last inspection	20 th April 2012
Type of school and unique reference number	Voluntary Aided Primary I22096
Headteacher	Claire Dunstan
Inspector's name and number	Jane Lewis 27

School context

All Saints is a larger than average sized primary school with 384 pupils on roll. With a history dating back to 1735, it is the only Northampton Church School that serves a number of parishes. Located some distance from All Saints church, other parish churches are located closer. The headteacher took up post in September 2013 following interim leadership for 18 months. Having been a vulnerable school for some time the school was graded good by Ofsted in June 2016. The number of pupils in receipt of free school meals, those with special educational needs (SEN) and those for whom English is an additional language are all below the national average.

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

- The mission statement 'A family growing together with Jesus Christ', is lived out in every aspect of school life and informs strategic decisions made by governors and senior leaders.
- A core set of Gospel values form a direct link between the life of Jesus and aspects of the school, such as leadership, behaviour and learning. This results in relationships and pastoral care of all members of the school community being exceptionally strong.
- Collective worship that involves all members of the school community in its planning and delivery ensures that it is a central activity in the life of the school, owned by everyone.
- The introduction of 'Big Questions' across the school is having a profound impact on pupil's learning and on their spiritual development, frequently rooting responses in the Bible.

Areas to improve

- Continue to develop assessment and target setting in religious education (RE) to ensure that pupils are confident in identifying their next steps in learning.
- Enrich teaching about Christianity in RE, which might be achieved through the continued implementation of the 'Understanding Christianity' resource, so that pupils' understanding of key Christian concepts is deepened.

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

All Saints school is clearly 'A school family learning and growing together with Jesus Christ'. Distinctive Christian values including kindness, forgiveness and endurance lie at its heart. Relationships at all levels are excellent. Standards of attendance and behaviour are high. This is because all staff and pupils model the values on a daily basis. Pupils feel secure; as one pupil said 'we learn to love each other here and to think about what Jesus would do'. Pupils acknowledge there is no bullying because 'we sort things out and we learn to forgive one another'. Parents are highly supportive of the school. They value all the school offers to their children. At home they use the values to guide family life. Biblical references for the values are shared with parents through the newsletter. A wide range of charities are actively supported through fundraising. This enables pupils to express the meaning of the values; 'we sometimes think 'what would Jesus do here?' This involvement is clear demonstration of the ways in which pupils look beyond themselves to the needs of others. The values are clearly evident in displays of pupils' work alongside biblical and other inspirational quotes. These help each member of the school community to focus on the values each day. Whether working in or visiting the school everyone is clear about the purpose of All Saints. Pupils make secure links between values and Biblical teachings such as forgiveness in the story of Zacchaeus and compassion in the story of the leper. Approaches to behaviour management and attendance are clearly underpinned by the school vision with policies for each one rooted in a biblical text. Everyone is therefore clear about the purpose of such policies. The school is clear that 'each child is unique – a gift from God' and so all feel valued; 'I love coming to school because I love learning maths and learning about God', typifies the comments made. In collective worship space is created for pupils with additional needs and differentiated resources are available so that all can access worship. Through religious education (RE) pupils explore the diversity of faith and belief, thus making a significant contribution to their cultural development; 'we know not everyone is like us but that doesn't matter', said a Year 6 pupil 'everyone is important and special whoever they are'. Pupils develop leadership skills through their planning and leadership of worship. Their spiritual, moral, social and cultural (SMSC) development is therefore seen as a priority for the school. After a challenging period, teaching and learning has improved so that pupils are now achieving well and almost all make good progress. Recent data shows that disadvantaged pupils have not always made sufficient progress. The school has rigorous systems in place to monitor and support their learning. This is because of the commitment of all staff in knowing and valuing each pupil as a unique child of God. The Christian foundations of the school are entwined in every aspect of the school's work and as one parent said 'the fact the school is centred on Christ ensures it gets everything else right'.

The impact of collective worship on the school community is outstanding

Collective worship is at the heart of school life being held daily in the chapel. It inspires pupils, staff and parents. The atmosphere created through singing, prayer and reflection is both joyful and reverent, engaging everyone. Thoroughly planned and imaginatively delivered worship enables everyone to understand how the values are rooted in the Bible. They reflect on Bible stories so deepening understanding of the relevance of values to everyday life. This has a positive impact on the way in which pupils behave and helps create the remarkable mutual respect apparent throughout the school. A school choir leads the singing accompanied by a pianist. A small number of pupils from the school are also in the choir at All Saints Church and the school benefits from the support of the director of music at the church from time to time. This is one example of a mutually beneficial relationship that the school enjoys with All Saints Church. Pupils speak confidently about some Christian symbols. They know that the candle lit in worship represents Jesus the Light of the World. Key Christian beliefs are woven into the worship provision so that pupils have a well-developed understanding for their age of, for example, the person of Jesus and the Trinity. 'God is three in one, that means he has been, and is now everywhere because of his Holy Spirit'. Pupils have become increasingly involved in the planning, leading and evaluation of worship. A focus for development at the previous inspection, the coordinator has worked to provide rigorous and sustained developments in this area. Pupils are confident worship leaders who have a developed understanding of the key elements of worship. Year 6 pupils talk about worship as 'the time for getting to know God better through words, prayers and music'. Through the worship everyone can understand the values and Christian teaching in a relevant and age appropriate way. The school has recently introduced a Eucharist which takes place termly. Pupils and parents attend voluntarily. It has enabled those who attend to deepen their understanding of the meaning of Eucharist so that pupils can talk about it as 'knowing that through bread and wine God is with us in a special way in our school.' Parents appreciate the impact of worship on their children's spiritual development recognising that they grow and flourish through a breadth of experiences. Since the last inspection governors have engaged in systematic monitoring of worship. This has contributed to the developments that have been made. Prayer is a central activity. Pupils know the Lord's

Prayer and can explain what phrases in it mean: 'daily bread means we ask God to give us strength for each day. That's what we really need'. The use of a dedicated prayer room has resulted in pupils being confident to pray, writing their own prayers on a range of issues and praying sometimes 'without writing anything down'. Parents speak positively of the impact of prayer. Pupils continue to pray for things at home. The school enjoys positive relationships with local clergy from a number of parishes. They lead worship in school and the school is involved in local churches for festivals such as Candlemas. Pupils view this involvement as important and can explain how their school has a central place in the local community; 'it's like we are All Saints Church because the actual church is quite a long way away'.

The effectiveness of Religious Education is good

Pupils enjoy RE and make good progress. They achieve mainly at age related expectations with some exceeding expectations by the end of key stage 2. Levels of religious literacy are high so that pupils can talk confidently about religious concepts. A year 2 pupil could explain that incarnation is about 'when God comes to earth as Jesus'. Teaching is good and RE contributes well to pupils' understanding of the Christian values as well as to their SMSC development. Pupils show the school values in their attitudes to learning. A teacher commented on how kind a group of pupils were towards each other when they had different views in an RE lesson. Through the strategy of 'Big Questions' used in collective worship, weekly timetabled class discussions and RE pupils are increasingly considering challenging questions. They see these 'Big Questions' as an opportunity to explore 'what different people think about things that we find puzzling'. Where appropriate, links are made from the 'Big Questions' to religious concepts and ideas. This ensures that pupils are developing in their awareness of a range of beliefs. The lead teacher for RE has ensured that progress has been made in the development of the subject since the last inspection. Robust monitoring systems are in place to evaluate the impact of RE and this has led to rapid and sustained progress. Teachers demonstrate confidence in teaching RE. Through learning walks, lesson observations and book scrutinies the lead teacher monitors teaching and learning and appropriate continuing professional development (CPD) is put in place. Assessments are carried out and adjustments made to subsequent planning where needed. However, as yet pupils are not always certain of the steps they need to take to move forward in RE. The RE leader reports to governors who are involved in monitoring standards in RE. The RE resource 'Understanding Christianity' is being introduced across the school and this will be rolled out as part of staff CPD to ensure that all are familiar with the resource and its place in the curriculum.

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

All leaders in school articulate a distinctively Christian vision. They are clear how Christian values encompass all areas of school life. Their view that the Christian character runs all the way through the school was convincingly evidenced during this inspection. Pupils are exceptionally well cared for in an environment where adults and children alike are seen as those who are on a journey together. Staff share with pupils in raising 'Big Questions' and together they explore possible answers. Pupils of all faiths and none feel valued. Leaders and foundation governors are focussed on school improvement. Through monitoring they have an excellent understanding of the school's strengths and areas for development so that they ensure the Christian character is central to all decision making. They have been instrumental in securing rapid changes. Matters relating to church school distinctiveness are reported to the full governing body so that all governors are well informed. Developments are then strategically managed ensuring that the basis of any decision made is clear. The promotion and development of the school's ethos is a priority in staff recruitment and development. Interviews for the post of site manager included a question about the way in which candidates would support the Christian ethos. One member of the teaching staff is now going forward to take up headship in another church primary school in September. Parents speak positively about the benefits of their children attending All Saints and they value the strong Christian approach to all aspects of school life. One parent said they were not alone in having chosen All Saints because 'it boldly uses the name of Jesus Christ'. They appreciate the way pupils are taught to respect others even when they hold different views. Supporting the school through curricular and extra-curricular activities enhances the relationship. Links with the local parish churches are outstanding. Through inspiring worship led by local Christians and visits to churches everyone feels a part of the church community. In return pupils are involved in leading worship in the churches which 'makes us feel like we give something to them'. Statutory requirements for RE and collective worship are fully met. All the issues from the previous inspection have been successfully addressed and the school is well placed to continue to thrive as an outstanding church school.