



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 Primary School

Ashby Road
Coalville
Leicestershire
LE67 3LB

Previous SIAMS grade: Good
Current inspection grade: Satisfactory

Diocese: Leicester

Local authority: Leicestershire
Dates of inspection: 23 January 2015
Date of last inspection: 26 January 2010
School's unique reference number: 120123
Headteacher: Heather Sewell
Inspector's name and number: Diane Wright (169)

School context

All Saints Primary School is situated on the outskirts of the ex-mining town of Coalville. There are 197 pupils on roll. Pupils are from mainly white British backgrounds. The number of pupils entitled to free school meals is about average. Similarly the proportion of pupils with special educational needs is about average. The proportion supported through pupil premium is high. The deputy headteacher was acting headteacher during the autumn term and a new headteacher joined the school in January 2015. A new co-ordinator has taken responsibility for religious education (RE) and collective worship this term.

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

- The school has a strong working relationship with the church. This partnership enables pupils to reach out and be involved with the wider community and enriches their experiences.
- Christian values underpin the daily life of the school.
- Pupils' excellent behaviour and positive attitude to school are the outcome of the school's Christian values
- There are good relationships between all members of the school community which is a reflection of the Christian ethos.

Areas to improve

- Review the school's vision and aims to reflect its Christian foundation and values
- Establish effective monitoring and evaluation systems involving pupils, staff, governors and parents to:
 - i. evaluate the impact of collective worship and the Christian vision and values on the work of the school, and use the outcomes to plan improvement
 - ii. ensure that records of all monitoring and evaluation activities are kept
- Review and update the collective worship and RE policies to reflect current practice

- Make the Christian character of the school explicit in documentation and on the school website

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

The school is welcoming and there are Christian symbols and displays relating to religious education in all areas. The stained glass window in the hall, which shows Christian values, was installed last year. It is the outcome of pupils producing designs and working with a specialist craftsman. Pupils are rightly proud of this window and understand the values it portrays and how they are relevant in everyday life. It has been described as having a quiet Christian presence. Most pupils make good progress at Key stage 1 and results at Key Stage 2 are improving. There is support for pupils with special educational needs. Pupils enjoy their learning and work hard to achieve their best. Christian values are modelled by adults and pupils respond well to their expectations. This results in excellent behaviour although the behaviour policy does not reflect the influence of Christian values on how this is achieved in school. Pupils show care and respect for each other and older pupils act as 'buddies' to younger ones through formal sessions and informally around the school. Pupils' names can be entered into the Golden Book for exceptional work, behaviour or achievement which is followed up by the presentation of certificates at the Friday achievement assemblies. Prayers are said thanking God for the skills and talents he has given. Parents of those involved are invited into school to share this affirming experience with their children. Support for spirituality comes from RE and collective worship but it is inconsistent. Through RE pupils have an understanding of other cultures and faiths, and the importance of respect for differing viewpoints. Pupils are regularly involved in charitable activities which demonstrate that they want to help to make the world a better place. Parents recognise and speak highly of the school's happy, safe, Christian atmosphere and value the example and care shown by adults in meeting their children's needs.

The impact of collective worship on the school community is satisfactory

Collective worship is regarded as 'a special, spiritual, quality time separate from ordinary school routine'. Diocesan themes are used in planning and account is taken of the Christian calendar. All teaching staff are involved in leading collective worship and pupils benefit from the variety this brings. The incumbent comes into school on a fortnightly basis and pupils look forward to his visits. They understand it is a time to be together to think about God and enjoy singing and prayers. A pupil said 'When you talk to God you feel special and peaceful'. Some Christian festivals are celebrated in Christ Church with the incumbent so pupils have an awareness of Anglican traditions and practice. Parents enjoy the occasions when they are invited to join celebrations, both in school and in church. There are books of prayers written by pupils in each class which are used at lunchtimes. Pupils also write prayers for assemblies when they share their curriculum work with the school community and parents. Pupils can talk about God and about Jesus as God's son, but have little understanding of God as Holy Spirit. They are aware of the need to be still and quiet to think about what they have heard and how it will impact on their lives. Pupils know there are places in the school where they can go if they wish to have a quiet thoughtful time on their own. They know the word 'worship' and have a grasp of it, but are not always articulate in describing their experiences. Teaching staff regularly evaluate worship and record brief comments on planning sheets which have some impact on future planning. In the past there have been some processes to monitor and evaluate collective worship carried out by foundation governors. Governors have conducted pupil interviews and this has addressed issues from the previous inspection. However, these meetings have not continued frequently enough to monitor progress. The school requires an effective monitoring and evaluation process involving staff, pupils, parents and governors to provide a robust review of the effectiveness and impact of collective worship. The collective worship policy has not been updated to reflect current practice.

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

The school's strategic vision statement 'We care, value, prepare, challenge and inspire to ensure all pupils reach their full potential' and the aims linked to it do not reflect its Christian foundation and values. There is recognition of its Christian foundation and the new headteacher, staff and governors are committed to moving the school forward. The work of the school is underpinned by Christian values but this is not reflected in all school documentation or on the website. Pupils enjoy RE and recall areas of work covered. In order to improve the quality of RE lessons, assessment to improve standards is a priority in the school improvement plan. The new RE co-ordinator, as a result of Diocesan subject leader training, has drawn up an action plan and made links with other co-ordinators. Provision must be made for the RE and collective worship co-ordinator to develop her leadership role effectively. The school follows the agreed syllabus for RE and all staff have a copy. The RE policy, however, is not up to date so does not reflect current practice. This means expectations are not clear to anyone newly appointed. Statutory requirements for RE and collective worship are met. There are strong links with parents, the church and the local community. Partnership with the church makes a good contribution to school life. Parents and pupils spoke about the delivery of harvest baskets to members of the community. Each basket included a prayer written by pupils and the gifts were very well received. Parents are proud of the school and its impact on the attitudes and values of the pupils. They feel welcomed and contribute well to school life so pupils benefit. While governors have been active and supportive of the school and informal monitoring and evaluation has taken place, they have not been sufficiently challenging in holding the school to account. However, they now understand that they need to become more strategic by asking searching questions and being more involved in the accountability of the school. They have identified a range of training in the school improvement plan which will assist them in achieving this. It is a priority for governors and the management team to establish effective systems to evaluate the impact of Christian vision and values on the work of the school, and use the outcomes to plan improvements. Governors have regularly met with pupils and conducted parent questionnaires to seek their views of various aspects of the school, including Christian character, but this has not happened recently. Electronic records have not been kept and this must be a priority for any future monitoring and evaluation activities.