

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England (A) School

Address	Bednall, Stafford, Staffordshire ST17 0SD		
Date of inspection	25 January 2019	Status of school	VA primary
Diocese	Lichfield	URN	124329

Overall Judgement	Grade	Requires improvement
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Requires improvement

School context

All Saints is a small primary school with 77 pupils on roll. The school has very low levels of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national averages. The proportion of pupils who have more complex special educational needs and/or disabilities (SEND) is in line with national averages. In 2016, the school joined with two church schools to form the Trinity Federation. The executive headteacher for All Saints and St. Leonard's, Dunston commenced the post in January 2019.

The school's Christian vision

Through the power of God's love, children will reach their true potential and be able to live their lives with an open mind so that they learn from the world around them.

I come to bring you life, life in all its fullness.' John 10:10

Key findings

- All Saints is blessed in its new headteacher. In a very short time she has shepherded a somewhat lost school into a better place. With a fresh impetus from governors and an energised staff, leadership in the school is improving.
- The vision and theological roots have been recently refreshed and refocused. These, alongside their associated Christian values, are not yet fully established or effective.
- The whole school community is determined to address the issues raised by Ofsted in 2018. The Christian mission has sustained members of the community through difficult times.
- Collective worship is good and provides a life-enhancing experience for all ages.
- Areas for development from the previous inspection are partly complete and this prevents the overall judgement from being higher.

Areas for development

- Establish rigorous systems to monitor the impact of the vision and provision for religious education (RE) and worship to drive improvements as a church school.
- Ensure assessment systems track progress in RE to enable all pupils, especially those who are more able, to achieve their potential.
- Leaders at all levels to uphold the Christian vision and foundations of the school so that these remain secure in future organisational structures.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

'Our school wasn't as it should be. Now we put our all into everything.' The pupil who said this puts the effectiveness of the vision into sharp focus. The vision, based on John 10:10, life in all its fullness, is in place but is not yet effective. All Saints has experienced significant challenges in the last year. However, the vision of all achieving their potential as children of God has sustained leaders, staff and the wider community and is bringing all parts closer together. In appointing a highly skilled and staunchly Christian headteacher, leaders have taken the best possible action to address the problems. The headteacher is breathing new life into the school. Staff feel energised, valued and encouraged in their mission of service. Parents too notice the improvements, for example in all leaders being accessible, more visible and communicating better with them. The Christian vision of being enfolded and upheld by God's love is a constant feature of the school. Nevertheless, leaders have allowed their focus to drift from consideration of the school as a church school. Areas identified for development from the SIAMS in 2014 have not been fully addressed and this, combined with poor academic performance, prevents the school from being judged 'Good'. Presently, there are no formal mechanisms for leaders to evaluate the impact of the vision or values. However, support from the diocesan adviser is highly valued and making a difference to refocusing the school on its Christian purpose.

In 2018, progress in reading, for example, indicates how there is a sense of renewal. Staff are determined that all pupils will succeed from their different starting points. Those who are more vulnerable are enfolded, accepted and enabled to flourish within a loving extended family. Pupils talk about their work and show their books with pride, indicating that they want to progress. While there is much still to do to sustain improvements in academic outcomes, the signs of an upward trend are visible in the enthusiasm of pupils and adults to aspire to be better. Attendance is high and this exemplifies the vision of inclusion and care for each individual. Pupils feel safe and cared for. They enjoy the range of lessons and extra-curricular activities. Most of all, they value the way they learn, play and grow together as a community built on love.

The 'junior governors' serve the community as agents for change, for example expressing views on reorganising playtime games. Pupils act as 'little ears' looking out for one another. Pupils' decision to support Birmingham Children's Hospital by sending Christmas cards was inspired by the care given there to one of them. Last year's leavers amended their choice of a special event to include a classmate with limited mobility. These examples demonstrate a school where living well together is seen at every turn. Staff describe each child as having a gift to give and that unique qualities are celebrated and nurtured. As a result, those with additional needs are fully integrated into the life of the school.

Behaviour is at times exuberant, but cheerfully good-natured. The site itself present challenges to safety. A culture of dignity and mutual respect enables adults and pupils to use the available outdoor space as much as possible. Positive relationships across the ages demonstrate a genuine wish to care for each other. Staff are natural role models, and all are held in high esteem by parents and pupils alike. One parent expressed her view that after the negative Ofsted judgement, 'teachers do so much for us and it is our turn to support them.' Another was clear that the school helps the family as well as the child and has championed those with additional needs. This exemplifies the culture of open minds and open hearts seen at All Saints. Respect for the contribution parents make is demonstrated in the decision to elect a parent governor to support strategic leadership.

Collective worship is good and an important outworking of the school's vision. Local clergy are vital in giving spiritual guidance to adults and pupils. As one pupil said of the incumbent, 'she has given us the courage to explore our own beliefs.' She is clearly cherished as a friend to all. The pupil worship group demonstrates a fervent commitment to serve their community. The introduction of Monday worship in church is universally popular. Pupils talk with joy at feeling part of the whole body of Christ. The prayer life of the school has developed considerably since the last denominational inspection. Prayer punctuates the school day and time for reflection features in time for worship, at lunch and the end of the day. Its impact is explained by a pupil who said, 'prayer is important, it makes me happy as I can get rid of troubles.' Worship has a strong focus on Bible teaching, so that adults and pupils are familiar with an impressive range of stories. Acts of worship support the Christian values, like courage. Exceptionally strong links with the school, parish church and clergy mean that attendance at church services and events like 'Messy Church' has grown. In this way the school and church are a blessing to each other. The contribution of a Methodist children's worker gives pupils an insight into another part of the worldwide church.

RE contributes to a curriculum which gives pupils a sense of their place in our multicultural world. One pupil commented on a study of rules within Islam: 'thinking about rules and manners help us all live well.' Pupils' work in books, and their discussion of this, make clear there is a depth of study in some areas. A topic on creation blended activities in art, music and drama. This allowed pupils to experience different religions and cultures in a way that is memorable and helps them to have a more global perspective.

Overall, the issues around leadership and future of the school remain work in progress. However, one pupil when asked where the school was going, replied 'to the top!'

This spirit of hope and rapid improvement characterises All Saints at this time.



The effectiveness of RE Requires Improvement

Much of the teaching and learning in RE is good. The RE leader is talented and committed. She is well-supported by leaders to fulfil her role. Action planning to improve outcomes in the subject is in place but at too early a stage to be accurately evaluated. Over time, the subject has been well-led and had high status. The 'Understanding Christianity' resource is used but this has a limited impact due to staff training needs. Leaders are in the process of addressing this. Assessment of progress and systems for moderation of standards are developing. This was an area for improvement in the last SIAMS inspection in 2014. As a result, it prevents the grade for teaching and learning from being higher.

Executive headteacher	Tracey Parton
Inspector's name and number	Allyson Taylor 768