

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Alverthorpe St Paul's Church of England Primary School			
Address	St Paul's Drive, Alverthorpe, Wakefield WF2 0BT		
Date of inspection	03 July 2019	Status of school	Voluntary Aided Primary
Diocese	Leeds	URN	108253

Overall Judgement	Grade	Good
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	Excellent
The effectiveness of religious education (RE)	Grade	Good

School context
Alverthorpe St Paul's is a primary school with 278 (3-11) pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher was newly appointed to the school in September 2018. The school received a Requires Improvement Ofsted judgement in November 2018.
The school's Christian vision
The school's Christian vision encourages 'everyone to let their light SHINE, for others and for God, as unique individuals and together as a school.' They seek to equip children with the confidence, knowledge, skills and understanding to positively shape their future. Christian values are used to reflect this vision in the everyday lives of the school community. 'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5:11
Key findings
<ul style="list-style-type: none"> The headteacher is highly respected and trusted by all stakeholders. Under his leadership staff and pupils are empowered to demonstrate their own leadership skills and are flourishing as a result. The recently established Christian vision has been quickly embedded. It is known and owned by all stakeholders including staff, pupils, parents and governors. There is a real sense of community and unity. This in turn leads to a cohesive and consistent approach that results in the impact of the Christian vision being clear at all levels. The governors and leaders have prioritised the resourcing of a very effective pastoral team so that all children can be enabled to achieve their potential. Collective worship is highly innovative, invitational and inclusive, involving pupils actively taking responsibility on a daily basis.
Areas for development
<ul style="list-style-type: none"> To explore global links in order to support children's understanding of how they can tackle injustice and impact positively on the world outside of their local environment. To further develop a shared approach to assessment in religious education (RE). To embed the changes in culture and systems that have been made this year so that they can demonstrate their impact over a longer period of time.

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

The school's inclusive Christian vision is based on the teachings of Jesus with staff and pupils encouraged to use their differing gifts and abilities to shine. Under the leadership of the current headteacher the school has undergone a significant culture change with staff acknowledging they have been given 'the chance to shine as leaders'. Pupils shine through the various leadership roles they are able to adopt. They can be collective worship ambassadors supporting delivery of collective worship or BEAM ambassadors supporting other children during lunchtimes or eco ambassadors supporting the school community to be more aware of recycling and rubbish. Governors and leaders have ensured that policies and practice reflect the vision. They are particularly mindful of children's and families' individual needs. This is demonstrated in the nurturing approach to working with families and children for whom attending school is a struggle and attendance is below expected levels. It includes encouraging and rewarding the small steps to improvement that are made, recognising the effort and commitment this may have taken.

Partnerships with the church and diocese are strong. Foundation governors play an active role in leading activities to bring school and church together. Diocesan partners have supported and provided advice for the headteacher and staff in implementing the vision. Recent diocesan-led training has further developed staff and governors' understanding of church school education. Leaders have ensured the religious education (RE) lead has access to appropriate professional development and is supported in her role by working closely with others in the 'All Saints partnership', of local church schools. This has enabled the RE lead to support staff in their use of the Understanding Christianity approach during RE lessons. A wide range of creative teaching approaches are now being used that pupils respond well to. For example, as a result of studying the 'big frieze' resource pupils were highly engaged in work on the various aspects of the biblical creation story.

The broad and balanced curriculum reflects the vision, focusing on children's individual needs. Following the Ofsted inspection leaders have sought appropriate support for teaching and learning which has resulted in an increase in children's achievements and progress. Through targeted support by members of the pastoral and support team, all children achieve. There exists 'a culture of being open about own needs, celebrating everyone for who they are'. All are treated with dignity and respect. The belief in the ultimate worth of the individual is also demonstrated by the value given to pupil voice. For example, pupils contribute to the planning and delivery of collective worship. They suggest developments to practice, such as the use of objects to represent the Trinity, which have now been adopted and referred to during the welcome in collective worship.

Collective worship is central to the life of the school as 'a very valuable space in the day'. Pupils speak about how they value collective worship and feel 'God is there with us in our time together.' Staff recognise 'collective worship is there for us as well'. Content involves imaginative approaches to sharing the teachings of Jesus, time to reflect on the personal impact of such teaching as well as prayers and stillness. Leaders positively promote excellent collective worship provision through establishing rigorous systems of planning and evaluation in both adult and pupil collective worship committees. Pupils are especially enthusiastic in delivering aspects of collective worship such as prayers and Anglican greetings. All are highly involved and are enthusiastic throughout. The use of collective worship ambassadors is an innovative approach to ensuring inclusivity and works especially well in ensuring pupils' reflections are captured and shared adding to the collective sense of the worship.

As a result of staff training, spiritual development is recognised 'as part of the everyday school life'. Opportunities such as the weekly Jesus And Me (JAM) club and the newly established spiritual garden further support pupils' spiritual development. Pupils understand that 'everybody has their own beliefs'. The use of thought-provoking questions in each classroom contribute to the sharing and expressing of personal beliefs. Pupils demonstrate some awareness of issues in the wider world such as how the world is exploited by the use of plastics or cutting down of rain forests. They are beginning to consider ways they can be advocates for change in their local communities. Further development is needed, in order to understand disadvantage and deprivation in the wider world and ways they can impact positively upon global communities.

A strength of the school is the approach to developing pupils' character. The behaviour policy promotes forgiveness and reconciliation recognising 'everybody makes mistakes, and everybody learns from them'. The consistent approach to awarding 'shine stamps' in recognition of positive behaviour motivates pupils to demonstrate Christian

values in action and recognise when they are reflected by classmates. The frequently used phrase ‘never give up’ motivates pupils to persevere. Governors have ensured the vision impacts upon the attendance policy through recognising the need for ‘flexibility and compassion’ in order to positively support the most vulnerable pupils and families. The mental health and wellbeing of staff and pupils is prioritised by leaders. Pastoral support is given without prejudice to all including staff, pupils and their wider family as needed. The resourcing of the pastoral team including a learning mentor and an emotional literacy support assistant provides valuable 1-1 individualised support. Children benefit from the time given to really listen to them. Parents talk of the school going ‘above and beyond’ to support them and their children.

The religious education curriculum reflects the Church of England Statement of Entitlement. Pupils study Christianity, Islam, Judaism and Hinduism throughout their time in school and are aware of the impact of these religions on believers. They speak of enjoying RE and some admit to being ‘obsessed with it’. A variety of teaching approaches are deployed to engage children’s interests and promote achievements. Pupils are proud of their RE work and talk about how teachers ask questions to further challenge their thinking. They have a good knowledge of a range of Bible stories and big questions help them to reflect on these from their own beliefs. Staff have worked hard to embed the Understanding Christianity approach alongside the diocesan RE scheme. Pupils talk with confidence about theological concepts such as creation. Displays of pupils’ achievement and progress in RE demonstrate the value assigned to the subject. Governors are involved in monitoring teaching and learning in religious education through learning walks and book scrutiny. This supports the RE lead in her role and ensures high standards are recognised and promoted. Teachers have been exploring various methods of assessment in RE and are now in a position to adopt a whole school approach in order to record pupils’ progress, achievements and target next steps.

The school community have undergone a period of huge change which has impacted positively on all aspects of school life. There is now a real sense of a community with a shared vision and purpose. It is important to live with the changes now in order to fully demonstrate the impact over a sustained period of time.



The effectiveness of RE is Good

Shared monitoring of teaching and learning takes place regularly. This ensures teaching is high quality and pupils’ learning is prioritised. Evidence of work in pupils’ books and on displays around school demonstrates high quality teaching and learning. Pupils achieve well in RE as a result of teaching that challenges their learning. Progress for pupils with SEND and/disabilities is particularly strong.

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Inspector’s name and number	Deborah Smith
Quality Assurance	Lyn Field 151