

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School

Address	Churchill Street, Heaton Norris, Stockport, SK4 1ND		
Date of inspection	28 March 2019	Status of school	Voluntary controlled
Diocese	Manchester	URN	106103

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 Judgement		
The impact of collective worship	Grade	Good

School context

All Saints is a primary school with 216 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is well above the national average. The school received a judgement of Good from Ofsted in July 2018.

The school's Christian vision

Through the teachings of the church we enable our children to become responsible and compassionate citizens both in school and in the wider community.

Key findings

- Through determined leadership, rooted in his own personal faith, the headteacher has created a calm and supportive learning environment where pupils flourish.
- Governors are enthusiastic and committed but are not routinely involved in the monitoring and evaluation of the effectiveness of the school as a church school.
- Varied collective worship, a rich curriculum and effective Religious Education (RE) teaching make a significant contribution to pupils' spiritual and moral development. As a result pupils become confident and reflective learners.
- Pupils behave well and treat each other with dignity and respect.

Areas for development

- Establish more systematic and effective systems of monitoring and evaluation involving all members of the school community so as to inform future Church school development.
- Enable pupils to further develop their understanding of injustice and inequality beyond the local community with a view to inspiring them to be courageous advocates for change.

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 headteacher, together with other senior leaders, has been successful in creating, as described in the school's behaviour policy, an 'oasis of calm' where pupils feel safe and secure. He is passionate about the school's role in enabling pupils to achieve their potential and relentless in his drive to achieve this despite significant staffing issues in recent years. Following diocesan training, staff and governors have recently reaffirmed the school's vision, which they describe as being rooted in the life and teachings of Jesus. Governors are committed to the school and its pupils but do not currently have a role in the systematic self-evaluation of the school's effectiveness as a Church school, despite this being a recommendation at the previous inspection.

The school works hard to raise pupils' aspirations and develop their resilience, in order, as the vicar of Christ with All Saints Church explained, 'to break the cycle of disadvantage'. A broad and balanced curriculum including instrumental lessons for all, forest school activities and subsidised trips and visits provides pupils with rich and varied experiences. These, together with a range of extra curricular activities, ensure that all pupils have access to opportunities designed to widen their horizons. A foundation governor voluntarily provides specialist language teaching. Involvement in a school linking project and in HigherFutures4U help to increase pupils' awareness of wider opportunities. As a result pupils aspire to a variety of ambitious careers in areas such as medicine, engineering, pharmacy and animation. Well-planned use of Pupil Premium funding and effective partnerships with a wide range of agencies enable vulnerable pupils to make good progress. All pupils, including the disadvantaged, make progress at least in line with the national average and rates of attainment are rising in reading and maths. The school knows its families well and does all it can to provide appropriate support to ensure pupils are kept safe and able to focus on their learning. As a result attendance is in line with the national average and exclusions are rare.

Relationships in school are positive and supportive. Staff work as a team and recently appointed teachers value the support they receive. They are encouraged to consider the school's vision when planning lessons, looking for ways to develop attitudes of compassion, responsibility and reflection. They comment on the pupils' good behaviour and respectful attitudes, which they ascribe to the school's Christian ethos. Pupils talk confidently about how stories from the Bible, for example, The Prodigal Son and The Good Samaritan, show the importance of demonstrating forgiveness and compassion in their own lives. They explain that if they fall out they soon calm down and forgive each other. One pupil commented, 'We value each other.' Instances of bullying or of prejudicial language or behaviour are rare and pupils are confident that they can go to adults for help. There is a culture of respect for all members of the school community that is fostered through collective worship, religious education and initiatives such as the link with a school in a more ethnically diverse part of Manchester. The school also celebrates Black History Week annually.

Pupils respond positively to acts of collective worship led by staff or the vicar. She is involved in planning worship which is linked to the Christian year and to key Christian values. Worship is invitational and inclusive. Together with regular visits to church for major Christian festivals, collective worship introduces pupils to some aspects of Anglican liturgy and tradition. All members of the school community talk with enthusiasm about the pupil led services in church, which a governor described as being 'fantastic'. Pupils also play a role in planning and leading class assemblies in school but would welcome the chance to plan worship more independently. Opportunities for spontaneous prayer and the provision of a prayer box are valued by pupils. One pupil commented that 'Prayer makes you feel more safe,' whilst another said, 'You feel like you have God on your side.' Links with Christ with All Saints Church are mutually beneficial. Pupils participate in a music school and uniformed groups at the church. As a result some families attend church for services when their children have a role.

Through the school council, pupils take an active role in deciding which charities the school should support. The school has recently raised funds for several national and local charities with links to families known to the school, for example Histio UK, Jump Space and Manchester Children's Hospital. Pupils therefore have opportunities to be advocates of change where they see need in their local community. They are also very aware of current environmental issues, which they say the vicar often talks about during worship. However, although they show some awareness of issues faced by children overseas, the school is not yet involved in any international links. Such links would enable pupils to deepen their understanding of issues of global injustice and inequality and allow

them to challenge this.

The syllabus for RE is currently being revised but is effective in enabling pupils to develop a good knowledge and understanding of Christianity and other major world faiths. Pupils enjoy RE lessons and respond well when asked to reflect on important philosophical questions and to relate these to their own lives and to global events. Pupils from Year 5, for example, talked with maturity about a recent terrorist incident in New Zealand and how this might affect people's belief in God. The impact of both collective worship and RE is enhanced by a partnership with the local Christians in Schools Trust (CIST). Pupils talk enthusiastically about visits by staff from CIST to lead acts of worship or to run workshops and RE lessons.

Leadership of both RE and collective worship is currently the responsibility of the senior leadership team. Senior leaders are willing to provide opportunities for staff to develop as leaders in church schools but recent staff turnover has limited the involvement of current staff. The headteacher attends regular meetings of the local cluster of RE leads and is thus able to share good practice with staff. Staff and governors receive appropriate training. Whilst appropriate planning and assessment are in place, the monitoring and evaluation of the effectiveness and impact of RE and collective worship is currently on an informal basis and pupils themselves are not involved. Statutory obligations for RE and collective worship are met.

Through its clear Christian vision and many local partnerships, the school succeeds in, as one teacher commented, 'building pride and confidence' in its pupils. Overall it effectively develops thoughtful pupils who demonstrate responsibility and show compassion to others.

Headteacher	Jon Roper
Inspector's name and number	Carolyn Whiteway 933