

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church School

Yeovil Road, Montacute, Somerset TA15 6XG

Current SIAMS inspection grade	Outstanding
Diocese	Bath and Wells
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	February 2017
Name of multi-academy trust	Bath and Wells Multi-Academy Trust
Date of inspection	11 July 2017
Date of last inspection	3 July 2012
Type of school and unique reference number	Academy 143958
Headteacher	Paula Park
Inspector's name and number	Helen Fenn 875

School context

All Saints Church School is a slightly smaller than average primary school situated near Yeovil. It joined the Bath and Wells Multi-Academy Trust in February 2017. It serves the United Benefice. There are currently 204 pupils on roll, taught in single year groups from Foundation Stage to Year 6. The proportion of pupils known to be eligible for the pupil premium or free school meals is well below the national average. 21% of pupils have a parent or carer in the armed services. 96% of the children are of White British heritage. The headteacher has been in post since 2010 and will be taking up a new post from September. There has been some recent staffing reorganisation.

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

- A deeply embedded culture of shared leadership based on a distinctively Christian ethos leads to consistently high standards of achievement and the well being of all learners.
- The high value placed on religious education which is underpinned by creative approaches to learning, results in high standards and makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.
- The school's belief that all children are valued by God has resulted in the creation of a broad and inspirational curriculum which provides rich and varied learning experiences and is highly motivational.
- Collective worship is creative, engaging and inclusive, which promotes pupils' spiritual awareness and creates a strong worshipping community.
- A strong partnership with the church contributes to the 'All Saints family' and enables pupils to develop emotionally and spiritually.

Areas to improve

- To further develop religious education and the wider curriculum provision of the school to support learning about different faiths and cultures in order to promote a deeper understanding of, and respect for, diverse communities.
- To continue to develop the role of pupils in planning, monitoring, evaluating and leading worship in order to enhance their leadership skills.

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

The school operates as a distinctively Christian community where there is a shared and passionate commitment to its motto 'Beneath this sign may we flourish'. This motto is underpinned by a distinctively Christian vision through the verse taken from John 10.10, 'They shall have life, life in all its fullness'; the shared vision of the Bath and Wells Multi-Academy Trust to which the school now belongs. This vision is consistently articulated by all members of the community, and modelled by the inspirational leadership of the headteacher. There is a shared belief that each and every child can and will flourish, reach their potential, and achieve because they are all valued by God. This vision is underpinned by deeply embedded and distinctively Christian values such as respect, friendship, tolerance, hope, justice and forgiveness, with all children knowing and applying these through the core golden rules of 'Ready, Respectful, Safe'. Parents describe how shared values lead to a sense of an All Saints 'family', which 'helps children to feel safe, be part of a team and to think about other people'. The sense of family and positive relationships are further reflected in the strong partnership with the church, which is described as a 'bridge', with one parent saying that this gives children 'an emotional and spiritual foundation.' High expectations result in consistently high standards of behaviour and high levels of progress and attainment. The school's distinctively Christian values mean that the well being of all is paramount, as seen in caring and respectful relationships. The value of hope is reflected in the expectation of high outcomes for all, including the most vulnerable children who thrive in the school. The progress of children with special educational needs is good, with every small step and unique achievement celebrated, because each child is valued as one of God's children. They are nurtured by children and adults alike, an approach underpinned by a real attention to the values of justice and friendship. The school's 'Inspire' curriculum is just that; it is broad, rich, deep and imaginative, and carefully matched to children's needs and interests because of a belief that it should enable them to flourish. As a result, all children are fully engaged and consequently achieve high standards in their learning. It has at its core a careful attention to distinctively Christian values which are related to pupils' everyday lives. For example in the reception class, children learn about how to translate the value of respect into caring for animals, relating this to using puppets to tell the story of Noah's Ark. The gifts and talents of all staff are also valued and used to full effect, for example in the 'All Saints Allsorts' days which contribute to a creative approach to learning. This includes vibrant and focussed learning in RE, which is relevant and creative, with carefully planned higher order skills enabling pupils to reflect and express their thoughts clearly and confidently. RE makes an outstanding contribution to the school's Christian ethos. This was exemplified in one lesson where pupils related the worth of human beings to the fact that to God they are valued and special. They used a verse from the Bible which says 'the very hairs on your head are numbered' to make this clear. Prayer is central to the sense of a shared life in this community; for example 'First Mondays Prayer' is an opportunity for the clergy team to pray for the school. Children regularly use their prayer corners to take time to reflect. Within the RE curriculum, children study a range of world faiths in great depth. However, the school recognises the need to continue to embed its new PSHE curriculum in order to extend learners' knowledge of other faiths and cultures so that they have a more fully developed understanding of diversity in today's world.

The impact of collective worship on the school community is outstanding

All members of the school community place great value on worship. It is regarded with deep respect and reverence. As a result of shared planning, shared leadership and shared monitoring, worship is inspiring, engaging and creative. Because of its central place in the life of the school and the community, it informs relationships, attitudes and behaviour. Pupils enjoy a rich experience of worship which is led by a range of worship leaders, including local clergy and the 'Open The Book' team. A range of opportunities ensure the engagement of parents and the wider church communities such as Experiencing Easter and Celebrating Harvest. Shared events such as these are valued by parents and pupils alike and enable them to have a real experience of the Church calendar. Singing is of the highest quality and gives a sense of unity and belonging. It signals the start of worship as a sacred and special time. The hymn 'I have called you by your name' embodies the central ethos held by all in the school that each and every child is valued by God as special and unique. Collective worship is distinctively Christian with a strong focus on the person of Jesus Christ and is underpinned by Anglican traditions, practice and scripture. Children talk with understanding about these practices and about the concept of the Trinity, with three candles lit at the start of worship, saying that 'God can be three people at the same time.' Biblical texts have a significant place within worship and are carefully linked to the school's values. Creative approaches to worship such as the use of objects, drama, music and images engage pupils throughout and bring alive the rolling programme of Christian values used; for example the value of friendship through the sharing of friendship bracelets. In another example, the value of respect focussed on respect for God's creation and was reinforced through looking at pictures of our world, and hearing the song 'What a wonderful world.' Pupils were then challenged to act on the value of respect through playing their part in caring for our world, with a small picture of a globe taken away to prompt reflection and action. Regular opportunities for prayer, stillness and reflection support pupils in their own spiritual journey, such as the consistent and regular use of prayer corners in all classrooms. Pupils recognise the importance of prayer, saying 'we

use them to thank God' and 'if we have a worry'. As a result of the time and care given to a wide experience of worship and prayer, pupils articulate its impact by saying 'it helps you connect with God' and that 'he is right by your side.' Worship embeds the school's distinctively Christian ethos.

The effectiveness of the religious education is outstanding

Religious Education is given a very high profile in the school. Dedicated and meticulous leadership of the subject, underpinned by high expectations, leads to consistently outstanding teaching and learning. Teachers teach the subject with enthusiasm, clarity and integrity, and see it as a shared responsibility. Rigorous and extensive monitoring and evaluation, such as through the use of book scrutiny, pupil conferencing and lesson observations, supports and challenges teachers to achieve teaching of the highest quality. Highly effective assessment procedures lead to careful tracking of pupil progress, resulting in high standards, with a significant proportion of pupils achieving above age related expectations. Lessons are creative, ambitious and interesting, with pupils fully engaged in their learning. One lesson included Year 2 children reflecting on a range of objects such as bread, grapes on a vine and a candle. They looked at a biblical passage from St. John's Gospel, to reflect on what the Bible tells us of Jesus and how we might live our lives. Another challenged pupils to use symbols and metaphors to represent what God is like and pupils used words such as 'Creator', 'Leader', 'Father', 'Ruler'. In the same lesson one child related her choice of depicting God's hands as 'we are joining together to make the world a better place.' RE learning consistently includes a focus on using higher order skills such as analysing information, discussing, explaining, making connections, and drawing conclusions. Lessons are based around thought provoking questions such as 'How should we live our lives?', 'How much does God value each one of us?', and 'What do Christians say God is like?'. This means that not only do pupils have a deep understanding of the Christian faith, but they also reflect and relate the subject to their own lives and how they make sense of the world around them. Consequently pupils' SMSC development is strengthened through the subject. Pupils say that they enjoy the subject and find it 'fun' and their work is of the highest quality. They enjoy learning about other faiths, saying this is 'to see how other people feel about their religion'. Whilst following the locally agreed syllabus, cross curricular approaches through the school's 'Inspire Curriculum' also enhance rich and varied learning experiences. In Year 2, for example, pupils learnt about Brazil through a study of the statue of Christ the Redeemer. In a lesson seen in Year 3, by looking at images of famous people, pupils discussed the value of human beings within our society and then related this back to the way we are all valued by God. RE teaching and learning includes a focus on a range of other faiths and this is reflected in high quality learning in children's books. They enjoy a range of visits to reinforce their learning, such as visiting a local synagogue when studying Judaism.

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

The inspirational example of the headteacher, who lives, breathes and walks a distinctively Christian ethos, ensures that all leaders and staff, including church leaders, share and consistently express a common vision that all pupils can and will flourish, as encapsulated in the vision taken from John 10.10. The belief that all are unique and valued is reflected in a variety of ways; for example the place of pupil voice in determining the curriculum. This shared belief is deeply embedded and permeates all aspects of school life; one member of staff said 'it is in all our conversations'. For example, the school's behaviour policy places a great emphasis on forgiveness and fresh starts. Partnerships with the church and diocese are seen as mutually beneficial to both the mission of the school and the mission of the church. As such these relationships are instrumental in developing and enhancing the distinctive Christian character of the school. Parents and other stakeholders value this shared leadership approach and all the opportunities it brings. One parent commented on good communication and the 'real personality and presence' of the vicar. She in her turn describes her role as that of being a 'shepherd' for the school and equally how the church community in turn is 'blessed by the school'. As a result, family services in church are now prospering. A shared sense of leadership is also seen in the work and impact of governors and the wider MAT. Support and challenge for the school as a church school are given in equal measure. This includes rigorous approaches to monitoring and self evaluation, clear accountability measures and investment in staff training. It results in a thorough understanding of the school's performance and distinctiveness. Because of this, a culture of improvement and high expectations are shared by all, but are also underpinned by a compassionate and nurturing approach. This is reflected in policy and decision making such as in managing attendance and staff. This results in a demonstrable impact on the well being of all learners and adults, with particular care given to the most vulnerable. One governor described the attention to the 'whole' child, and how 'when a child leaves us they are socially, academically and spiritually ready to face the world.' The school works hard at involving parents in its journey as a church school through seeking and reflecting on feedback. Succession planning, has been given careful attention to ensure the sustainability and development of the school as a church school, with future leadership and governance secure. Statutory requirements for RE and collective worship are fully met and both are well supported by the school's leaders.