



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 Junior School

Nelson Avenue
Warwick
CV34 5LY

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 10th February 2016

Date of last inspection: March 2011

School's unique reference number: 125666

Executive Headteacher: Debi Cossins Associate Headteacher: Sandra Sutherland

Inspector's name and number: Rosemary Privett 321

School context

All Saints Junior is an urban school with 198 pupils on roll. The vast majority of pupils are from the local community and of White British background. The proportion of pupils receiving support for special educational needs is above the national average. In September 2012 the school federated with its feeder infant school. There is now one governing body, an executive headteacher across both schools and an associate headteacher at All Saints. The parish is in a period of interregnum so there is currently no vicar. The school has International School status and is an ICON (International Cross of Nails) School.

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

- The school's strong Christian leadership results in Christian principles being embedded across all its work
- The high quality pastoral care provided by the school within a Christian framework supports all pupils to make good progress.
- The outstanding impact of this church school's international links strongly enhance pupils' understanding of their responsibilities for the wider world.
- Exemplary behaviour and relationships built on mutual respect and Christian forgiveness.

Areas to improve

- Develop the work of the pupil worship team so that pupils have more occasions to contribute to its evaluation.
- Develop robust systems to enable governors to monitor and evaluate all aspects of the school's distinctive Christian character effectively.

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

Distinctive Christian values are made explicit and are deeply embedded in this fully inclusive school. Christian values including compassion, respect, hope, trust and peace are absorbed into its culture. The school is seen as 'having love in the bricks'. Values are explicitly expressed in the visual environment, in worship, the curriculum and in policies. A very good example is the school's behaviour policy, which has forgiveness and respect, enshrined within it. As a result, pupils learn in a safe and secure Christian environment where their wellbeing is of paramount importance. They love coming to school so attendance is very good and exclusions are rare. Values strongly underpin the work of the learning mentor who provides a high level of support to pupils and their families. Her strong sense of vocation makes a significant contribution to the progress and wellbeing of vulnerable members of the school community. Pupils readily acknowledge the impact of the school's values within the daily life of the school. However, they are sometimes less clear about their links to Christian teaching. Their behaviour is of the highest standard. Relationships between all members of the community are excellent. Parents comment that the open door policy means that they consider they are an intrinsic part of the school community. They value the close partnership within the federation, saying that it eases the transition between the infant to junior school. The creative curriculum and other enrichment activities ensure that pupils grow spiritually, morally, socially and culturally. Through their work as a Cross of Nails School and approaches such as peer mediation, pupils are developing a mature understanding of reconciliation and the importance of forgiveness. Spiritual development is also very well supported through high quality reflection areas in classrooms. The interplay between the international primary curriculum, personal social health education (PSHE) and international links is an outstanding feature of its provision. These, together with annual events like the annual 'Day of the African child,' mean that pupils' horizons are widening. Links with the town of Bo in Sierra Leone help them encounter those with different needs and cultures and demonstrate social responsibility. This sense of responsibility drives significant fund-raising activities. They were involved in writing, praying and fundraising for Bo during the recent Ebola crisis. Through this they are beginning to articulate which Christian values underpin this work. Religious education [RE is] creatively planned. As a result is engages and challenges pupils. A Key Stage 2 pupil says, 'I like it that we are always challenged and my teacher puts me onto the next steps.' Learning is greatly enhanced through a well-planned programme of visits to places of worship. Pupils speak confidently about what they have learned as well as how the visits affect them personally. Faith days such as a recent one on religious symbols, also enrich teaching and enhance the school's distinctive Christian character. Through RE and international links they are developing an understanding that Christianity is a multi-cultural world faith. These activities, together with the daily act of worship make a unique contribution to the spiritual, moral, social and cultural development of pupils.

The impact of collective worship on the school community is outstanding

High quality and inclusive worship has a place of major importance in the daily life of the school. It is an extension of the school's core purpose, which is highly focused on the development of the whole child. It is inspirational and inclusive at all levels. Worship is carefully planned around themes that regularly explore biblical themes and key Christian values. This encourages reflection, particularly among the children and means pupils are developing into caring and compassionate individuals. Since the last inspection the involvement of pupils has been strongly nurtured. Through the support of staff, they now plan and lead worship regularly in classes and in church. This means that they have a clear understanding of its structure and purpose. The worship programme and visual environment in the hall and classrooms pays close attention to the cycle of the church year. Pupils enjoy responding to the activities on the interactive Lent table, sharing thoughts, hopes and prayers. As a result, they are able to explain the meaning of this and other key Christian festivals and their 'special colours'. A Year 5 pupil said, 'The green reminds us of times when Jesus was living and doing amazing things!' Another

said, 'Purple are the times when we get ready for special times'. The visual environment of the hall also reinforces the symbolism of the Trinity on a daily basis. Three candles, a globe, a cross and a dove, enable pupils to engage in mature conversations about aspects of the Trinity. They respond well to prayer and are eager to express the importance of sharing together in the litany of reconciliation each week. They also value composing their own prayers for use in whole school and class based worship. This means that there is a strong thread of prayer running through the school day. Some parents talk of their children praying at home, even in families for which this is not usual. Major Christian festivals are celebrated in the church. Parents comment on their importance in the life of the school. The parish is currently appointing a new vicar. However, the previous incumbent regularly supported the worshipping life of the school. He was seen as a valued friend and colleague. Many other visitors also support worship each week. In this way, pupils experience a wide range of worship styles, ensuring that school worship is both distinctive and inclusive. Staff and pupils evaluate the impact of worship regularly. However, the information collected in evaluation books is not always used effectively to plan for the future development of worship.

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

The strong and insightful leadership of the executive headteacher and associate headteacher ensure that this school promotes a distinctly Christian vision within the federation. Since the last inspection this has become more deeply rooted in its core Christian values. Leaders' expectations for the best possible education for all pupils within a caring Christian environment are passionately expressed. All staff are committed to the school's on-going development. The headteachers know the school well and their evaluation is accurate and insightful. This aspirational leadership has rapidly improved outcomes for pupils since the last Ofsted inspection in 2014. These improvements have been built on over time. This is evidenced in the most recent local authority monitoring report which judges the school as good. Staff are valued and are outstanding role models. This leads to a strong feeling of 'family' where everyone is valued and made to feel special. The headteachers know the school's strengths as a church school and have effective strategies in place to check on its effectiveness. This careful self-evaluation now ensures that clear plans lead to improvements which enrich its distinctive character. An example of this is the new garden of reflection. It provides a beautiful backdrop for worship and a space where pupils can pray and reflect. It is valued by the whole community. Since federation the joint governing body have demonstrated strong commitment by forming a church school committee and meeting monthly. This means that they are better informed about the school's overall, effectiveness and can offer both support and challenge. Regular visits to collective worship and recent discussions with pupils help them monitor some aspects of the school's effectiveness as a church school. In-depth evaluation by governors is less robust, however, and lacks strategic direction. The Christian character of the school is secure because of the strong working relationship between senior leaders and middle managers, particularly the RE coordinator. This enables middle leaders to develop and ensures that the quality of leadership continues. RE is strongly led and, as a result of diocesan training, the coordinator is well informed about current developments. Staff are inspired by her expertise and infectious enthusiasm for the subject. As a result of her leadership, they are better equipped to support pupils in developing their understanding of key Christian beliefs and major Christian festivals. Parents and members of the wider community are very involved in school through activities such as Mother's Day lunches and topic afternoons. Large numbers also support worship in church to celebrate the major Christian festivals. Links with the diocese are also highly valued. The parish is currently in a period of interregnum. Since the last inspection, however, the vicar had a very positive influence on the school's life and work. Through his support of worship and RE, he greatly enhanced the partnership between the school and the parish. This enables the school's vision to be shared and widely understood.

SIAMS report February 2016 All Saints CE VC Junior School, Warwick CV34 5LY.