

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Voluntary Controlled Church of England Junior School, Warwick	
Address	Nelson Avenue, Warwick, CV34 5LY
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent

School's vision
<p style="text-align: center;">Working Together, Valuing Everyone, Learning for Life</p> <p>At All Saints our Vision underpins and drives all that we do; in order to fulfil our vision, the personal development of our children is supported by teaching them about key Christian values; these are at the heart of everything we do; they shape the way in which we guide our children to become good citizens. We aim to develop 'aspirational lifelong learning' within a nurturing environment where everyone is valued and respected.</p>
Key findings
<ul style="list-style-type: none"> • The school's Christian vision is lived out day by day by all members of the community in everything they do. It has a transformational impact on the lives of pupils and adults. • Support for disadvantaged pupils and those with Special Educational Needs or Disabilities (SEND) empowers them and equips each one to live life in all its fullness. These pupils blend seamlessly into the school community. • Pupils and adults have a well-developed sense of their place in communities of all scales, creating an active compassion for God's world. There are deep, meaningful, reciprocal links between the school and the local community. • Collective worship is highly valued by pupils and adults and provides an embedded culture of deep reflection and spirituality. Opportunities for pupils to lead worship exist, although these are not part of the cycle of worship every week. • The teaching of religious education (RE) is constantly reviewed and developed, creating an innovative and cohesive curriculum. However, there is scope for this best practice to be shared more widely.
Areas for development
<ul style="list-style-type: none"> • Extend opportunities for pupils to plan and lead worship. This is to enable them to share their own reflections and further develop the spiritual understanding of the whole community. • Develop opportunities for sharing the school's planning, teaching and monitoring of RE with other church schools. This will allow the wider community to benefit from a transformational curriculum whilst further enhancing the school's own provision.

Inspection findings

The school's Christian vision is firmly embedded and underpins the lives and work of all members of the community. Pupils, parents, staff and governors clearly articulate the roots of this vision. They describe the transformational impact it has on their lives. The vision is shared across the two schools in the federation. This provides continuity and clarity for pupils and their families as they transition between the settings. The school's Christian vision is expressed in a way which makes it accessible to people of all faiths and worldviews. As pupils and their families develop their understanding of the vision statement, they are introduced to Christianity in all its diversity. Through this, they are given countless opportunities to reflect on the meaning of life to people of all backgrounds. The parable of the good Samaritan is the biblical root of the vision. This prompts pupils and adults to think more globally and develop a sense of active acceptance. This is evident in the respect pupils attribute to people of all backgrounds, in their own community and beyond. Governors ensure that the school remains innovative and courageous in its actions. They do this through their active involvement in strategic planning and evaluation. The school's distinctive Christian nature is supported and directed by a specific governors' SIAMS committee. Leaders encourage staff in all roles to develop their professional practice. This equips them to be agents of change both for themselves and for the pupils in their care.

Leaders have developed innovative strategies that allow all pupils to be seamlessly integrated into all aspects of the school's life. This is in response to a significant increase in the number of pupils with SEND. The school's Christian vision underpins this priority to value everyone. Leaders are tenacious in pursuing the provision of additional support for those pupils who need it most. Jointly with the local church, they have appointed a family link worker. This additional resource acts as a bridge between the school, the church, and the wider local community. This clearly demonstrates the extent to which leaders value the needs of all pupils. Consequently, life-changing and life-lasting impact on many families is evident. Pupils have immense respect for one another. They show Christian acceptance and live out the vision to 'work together and value everyone'. An extensive range of enrichment opportunities and extra-curricular activities facilitates the holistic development of all pupils. Reference is made to reflection and spirituality throughout the life of the school. This means that pupils and staff have a clear awareness of their own spiritual development. They see it as an intrinsic part of their daily lives. Pupils value their learning greatly and are confident in thinking for themselves. As a result, they apply their learning in a wide variety of contexts.

The school has a deep and meaningful impact on the local community, bringing to life the Christian vision of 'working together'. The close ties with the parish church mean that pupils and their parents perceive it as an extension of the school. This allows families to develop confidence about being part of the Church. It encourages them to explore their own faith or worldview. Beyond this, pupils genuinely see themselves as an integral part of communities at all scales. The school's links with Sierra Leone challenge and develop pupils' perceptions of diversity within the global and Christian communities. They have the courage and confidence to raise issues with the school's leaders which effect real change. One example is the issue of gender equality for playtime sports. Through peer mediator and play leader training, older pupils are given roles and responsibilities. These help them to develop an understanding of the complex interactions within a community. In such roles, pupils actively live the school's Christian vision day by day. The school's enrichment opportunities allow pupils to develop wisdom as well as knowledge. As a result, they experience a holistic education which gives them the resilience to manage difficult situations.

Collective worship is a valued and integral part of the daily life of the school. It actively contributes to the spiritual development of both pupils and adults. Each school year begins with worship centred around the parable of the good Samaritan. This effectively re-establishes the centrality of the school's Christian vision. Worship is theologically rooted, allowing pupils to appreciate the diversity of faith within and beyond Christianity. It is occasionally planned and led by pupils in their class groups. They

greatly enjoy the opportunity to shape and develop worship. However, this is in the early stages of development. The local church plays an active part in the leadership of worship life in the school. This broadens pupils' experiences of Anglican traditions. Worship is regularly monitored by leaders and governors, and pupils are asked for their feedback. This leads directly to further development. The school has a peace garden and a prayer room, allowing pupils to explore their personal spirituality further. There is a tangible, powerful sense of reflection and reverence in these spaces, with pupils choosing to visit in their playtime. They engage with a range of interactive stations in the prayer room. These introduce them to a variety of ways in which to reflect.

The planning and teaching of RE in the school is exemplary. Leaders participate in a very wide range of continuing professional development (CPD). This means that the RE curriculum is innovative and dynamic, making it interesting and accessible to pupils of all ages and abilities. This supports the Christian vision of 'valuing everyone and learning for life'. Pupils develop a deep understanding of many religions and worldviews as well as of the diversity of faith within Christianity. There are visits to a variety of places of worship as well as visitors to school from a range of religions. These further enrich pupils' understanding and appreciation of world faiths. Their own beliefs are shaped by these experiences. They identify and articulate their personal beliefs with confidence, whilst respecting and accepting the beliefs of others. Staff are supported in their teaching of RE by working collaboratively with leaders so that all can teach with confidence. The subject is monitored by leaders and governors to ensure that it meets all statutory requirements. There is collaboration with other schools in the deanery, including the infant school with which the school is federated. However, collaborating more widely within the diocese to extend the reach and impact of the school's best practice is underdeveloped.

Information			
School	All Saints VC Church of England Junior School, Warwick	Inspection date	9 March 2023
URN	125666	VC/VA/Academy	VC
Diocese	Coventry	Pupils on roll	209
Federation	Emscote Infant School and All Saints' Church of England Junior School		
Executive headteacher	Debi Cossins		
Associate headteacher	Sandra Sutherland		
Chair of Governors	Jody Tracey		
Inspector	James Manship		