

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| All Saints' Church of England Primary School | | | |
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| Address | Dogsthorpe Road, Peterborough, Cambridgeshire PE1 3PW | | |
| Date of inspection | 4 March 2020 | Status of school | Voluntary aided |
| Diocese | Peterborough | URN | 110852 |

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| Overall Judgement | How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? | Grade | Excellent |
| Additional Judgements | The impact of collective worship | Grade | Excellent |
| | The effectiveness of religious education (RE) | Grade | Excellent |

School context

All Saints' is a primary school with 417 pupils on roll. The majority of pupils are of Asian or Asian British heritage. There are 30 languages spoken in school and most pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The vast majority of pupils are from a Muslim background. The headteacher has been in post since September 2005.

The school's Christian vision

All Saints' ethos recognises that everyone is important, valued and special. We have high aspirations so that all can flourish and want everyone in our community to love life, love learning and love each other. 'Loving to learn; learning to love' underpins everything we do. 'A new command I give to you: Love one another. As I have loved you, so you must love one another', John 13:34.

Key findings

- The school's Christian vision focused on God's love is highly effective in enabling this richly diverse community to celebrate all that unites them and grow together as a family.
- The headteacher, senior leaders and governors confidently demonstrate how the vision informs their strategic thinking focused on limiting barriers to inclusion and nurturing human flourishing for all.
- The impact of the chaplain and links with All Saints' Church enrich the school's Christian distinctiveness as a place of light and hope for the local community.
- Collective worship is the heartbeat of the school and a tangible expression of the school's Christian vision serving to deepen the spirituality of pupils and adults. Whilst pupils have experience of planning and leading worship in their role as worship ambassadors, their experience within a whole school context is more limited.
- The quality of Religious education (RE) is exemplary resulting in high quality, innovative teaching that leads to high attainment and progress across the school.

Areas for development

- Explore further ways to engage in social action, so expanding the school's already positive impact as a beacon of light and hope for the local and wider community.
- Develop the leadership role of the worship ambassadors to include whole school settings to extend their understanding of the purpose of worship.

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

This culturally diverse urban Church school is totally committed to living and breathing its Christian vision to create an inclusive and transformational school community. The vision of 'Loving to learn; learning to love' is theologically underpinned by Jesus' commandment to love found in John 13:34. This focus on God's love for each unique individual infuses mutually supportive relationships, enabling everyone to grow together as a family. This empowers the school community to focus on all that unites them, whilst celebrating and valuing its difference and diversity. All are respected and valued and there is a deep sense of belonging. Everyone is treated with dignity and respect reflected in pupils' excellent behaviour which is directly attributable to the impact of the Christian vision and associated values. The view of parents exemplifies the positive impact of the school vision. One commenting that, 'The school's vision applies across both Christianity and Islam which promotes respect and supports love and acceptance of others.'

The school has made great progress in the areas identified to improve at the last inspection. The inclusion of priorities in the school development plan, designed to promote the schools' effectiveness as a church school are highly effective in delivering positive outcomes. Governors regularly review these priorities so providing both challenge and support in their monitoring role. Their strategic decisions are informed by their desire to encapsulate the school's Christian vision and make real the values in the community. One governor articulating this as, 'Doing the right thing for the love of the school.'

As a result of its investment in staff, the school is highly successful in developing those with the potential to be future Church school leaders. Many senior leaders are home grown, having joined the school as newly qualified teachers. Quality induction for new members of staff enables them to flourish as part of a highly motivated and skilled team. Professional development at all levels is a priority. For example, a bilingual teaching assistant spoke of the encouragement they had received to study for a degree at university before going on to undertake teacher training. All staff feel valued and know their wellbeing is a priority resulting in very high levels of job satisfaction.

The impact of the Christian vision is evident in the school's bright, purposeful and creative learning environment in which all flourish. Approximately eighty percent of pupils attending the school have English as an additional language (EAL). Attainment on entry to school is well below the national average. In response, the school prioritises speech and language screening for its youngest pupils. Across the school, interventions and therapies designed to support EAL pupils in reading, writing and maths effectively narrow gaps in learning. Disadvantaged pupils and their families are very well supported through the work of the pupil premium and inclusion leaders reducing barriers to learning. By the end of Key Stage 2 pupil's attainment and progress is broadly in line with the national average. Spiritual development and reflection are a consistent thread running through the curriculum further strengthening the impact of the vision.

All pupils consider 'big questions' about life and living and reflect on local and global issues of justice and equality. Older pupils are articulate advocates of change. This finds expression in several pupil led initiatives including support for the homeless in Peterborough through the 'Stuff a Sock' campaign and 'The Garden House Project' in the Cathedral precincts. Led by a Year 6 pupil, the school is also involved in the '90kg Rice Challenge' so developing awareness of the difference a bag of rice can make to lives in Malawi.

Collective worship is the central and dynamic heartbeat of the school, giving it energy and vitality. A pupil in Year 3 describing it as, 'A special time because we spend time altogether as a school talking to God.' Staff value the stillness and the opportunity for reflection. One commenting that, 'I appreciate the space to forget about worldly things and focus on God'. Pupils' biblical knowledge is exemplary, enabling them to readily apply Bible stories and teachings to their own lives. One pupil explaining how Jesus' healing of the paralysed man encouraged them to never give up because Jesus can do anything. Pupils express their understanding of Christian belief of God as Father, Son and Holy Spirit in age appropriate terms.

Innovatively, the school employs a licenced chaplain for one day per week. This role deepens the school's

capacity to live out and express its Christian vision. The chaplain and lay worker from All Saints' Church run a 'Breaking Bread' club. This prepares pupils to receive communion prior to confirmation, a practice in line with current recommendations from the Church of England. In addition, the chaplain holds a weekly lunchtime Bible club for Year 2 pupils, complementing pupils' sound knowledge of the scriptures. Supported by the school chaplain, pupils have regular experiences to plan, lead and evaluate worship in their role as worship ambassadors. However, their experience of this role in the context of whole school worship is limited. Staff value the chaplain's role in the prayer life of school. Reflection zones in classrooms enable pupils to be still and contemplative and provide space for them to add their responses to worship. As a result, pupils understand the importance of prayer in their own lives and for people of faith. The parish priest, school chaplain and leaders of different denominational churches lead worship in school. During major Christian festivals pupils worship in All Saints' Church. Regular discovery days extend pupils understanding and experience of Christianity. These planned experiences create a strong link with the worshipping life of the parish, enriching the spiritual life of the whole community.

The innovative delivery of the RE curriculum constructively extends the school vision and associated values enabling pupils to flourish. Their religious literacy and spiritual development are of a high quality. Striking displays and working walls reflect the creative approaches employed by staff in teaching a range of world faiths. In their responses to challenging questions, pupils demonstrate an ability to maturely reflect on their own and others' religious and spiritual beliefs, showing deep respect when viewpoints differ. Excellent use is made of the rich diversity of faith within the school and local community to provide first-hand learning experiences relished by the pupils.



The effectiveness of RE is Excellent

The highly experienced and skilled RE leader promotes and effectively supports exemplary practice across the school. Robust monitoring systems indicate that the teaching of RE is consistently good or excellent. Teaching is delivered through a wide range of high quality, interactive activities encouraging pupils' enjoyment of learning and promoting a deep engagement with the subject. Structured support for all pupils, including those with learning difficulties, enables all pupils flourish. As a consequence, standards in RE are high.

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| Headteacher | Rachael Hutchinson |
| Inspector's name and number | Dr Janet Northing 792 |