

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### All Saints Church of England Primary School Coalville.

<b>Address</b>	Ashby Road Coalville Leicestershire LE67 3LB		
<b>Date of inspection</b>	21 March 2019	<b>Status of school</b>	VC primary
<b>Diocese</b>	Leicester	<b>URN</b>	120123

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Ineffective</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Requires improvement</b>

#### School context

All Saints, Coalville is a primary school with 225 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs or disabilities is above national averages. The school has undergone considerable change over the last 12 months. The previous headteacher retired in August 2018 and a new substantive headteacher joined the school in February 2019. The school was judged to require improvement by Ofsted in February 2017.

#### The school's Christian vision

We are committed to developing a Christian learning community in which our children become safe, happy and respectful individuals who have a love of learning through which they achieve and progress well.

**'With God's love we shine together'**

#### Key findings

- The newly appointed head teacher is aware of the challenges the school faces and is working enthusiastically to move the school forward.
- Pupils engage positively with worship, which is well-planned and relevant to the school community.
- The school vision has many elements, which makes it confusing to stakeholders. As a result they are unable to articulate the vision, see its impact or explain its biblical link.
- The Christian values are unclear and not impacting on behaviour, relationships or outcomes.
- Key issues from the previous inspection have not been addressed. As a result, not all staff and governors understand church school education, often seeing ethos and standards as separate. While foundation governors understand the areas for improvement, the whole governing body has not evaluated All Saints as a church school to identify priorities for improvement.
- The provision for religious education (RE) does not meet statutory requirements.
- Partnerships with the local church, church schools and the diocesan board of education (DBE) are underdeveloped and not mutually beneficial.

#### Areas for development

- Ensure that a distinctively Christian vision and ensuing values are explicit, clearly understood and expressed by the whole school community in order to inform the development of school policies and improvement plan.
- Develop the monitoring and evaluation of the school as a church school to include all leaders and stakeholders including members of the governing body in order to improve the school as a church school.
- Develop partnerships with the local churches, church schools and the DBE for the mutual benefit of all.
- Ensure RE is taught regularly and build on the existing provision by developing strong leadership, training for staff and strong monitoring and evaluation.

## **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**

All Saints School has undergone considerable change over the last academic year and the substantive headteacher has only been in post for three weeks. As a result of this turbulence, it has failed to maintain its Christian character, although stakeholders are enthusiastic about the future. The school vision is not currently rooted in a clear theological Christian narrative nor do members of the school community understand it. Values are plentiful and emerge from a range of different initiatives. This confuses all stakeholders and pupils do not recognise or draw on the vocabulary of Christian values to talk about their behaviour or the choices they make.

The new headteacher is working to rejuvenate the Christian character of the school. The need for this is confirmed by parents who agree that the vision is 'a good statement to have if it is being lived' but that the Christian ethos has not been lived out until recently. Senior leaders and governors have not focused on the Christian character of the school in the past and therefore key issues from the previous inspection have not been addressed. Governors have not monitored standards or the spiritual dimension of the school. It is clear that foundation governors understand what needs to be carried out to promote the Christian foundation of the school but they have not been able to carry out their roles effectively. However, they have been a positive presence in the school and continued to work to support the pupils.

Pupils make satisfactory progress in all areas except writing but 'overall' standards of attainment are well below national. Staff are working hard to address this underachievement, identified by Ofsted in 2017. The headteacher was able to demonstrate that standards are improving and the school is now closer to national averages. The school provides strong evidence that the vulnerable are being 'well cared for'. The special educational needs co-ordinator is a specialist leader in education and the provision for children with additional learning and personal needs is strong. However, no evidence was provided to demonstrate the impact on their academic achievements.

Learners are confident and enthusiastic. They benefit from a broad curriculum with many enrichment activities including an e-twinning project, forest school, sporting and musical opportunities. However, leaders are not clear how this contributes to pupils' spiritual development as there is no shared approach in place. The large majority of pupils want to come to school although attendance is just below national. Where attendance issues occur, leaders demonstrate care for individuals and work closely with families to overcome difficulties. School policies, however, do not have a strong enough connection between this approach and the school's Christian values.

Partnership with Forest Way Teaching School Alliance is providing high quality support focused on raising standards in learning and the quality of teaching. However, this is not the case with other partnerships. The school has not sufficiently developed its link with the diocese or other church schools to enable it to develop staff and governors' understanding of their roles in a church school.

The relationship with the church is said to have 'been allowed to weaken' over recent years but all stakeholders acknowledge the work of the new incumbent who is taking an active role in the school as a governor and by leading worship. Pupils, parents and staff speak positively about the worship they share at Christchurch: 'The children love the Christingle' and 'the church prays for and supports individual members of staff when needed.' Plans are in place to develop this link further including an Easter service at the church and introducing 'Open the book' which is worship led by church members.

Leaders do not articulate how the school's vision inspires work to promote pupils' emotional needs. It is however, clear that this work is a high priority with strong provision including emotional literacy support assistants (ELSA) and nurture work. The Route to Resilience initiative was introduced during 2017 / 18 and children are proud to be mentioned in the 'Awesome Attitude Assembly' and to be 'character ambassadors'. However, whilst they use the character words to describe their behaviour 'I had to persevere lots with my handwriting today', they are not able to identify the Christian values or their links to the Bible. Pupils recognise the importance of 'caring for our world' and they have also been involved in a number of charitable initiatives.

The behaviour of the large majority of pupils is good and individual pupils receive behaviour support when needed. Pupils feel safe and one governor reported 'There is a strong community here who work well together.' Pupils understand and respect difference and diversity due to the 'Learn Equality: Live Equal' initiative which has

helped them to build relationships and to solve conflicts. There is a strong pastoral network for staff and children and staff 'feel nurtured and help each other'. However children do not link their actions to the school's Christian character, indicating the school's Christian vision does not underpin this work.

The statutory requirements for collective worship are being met and pupils describe this as a time 'to think about Jesus'. Pupils enter the assembly hall quietly and participate readily. A worship table signals that this is an important time but pupils cannot explain the relevance of the candle, cloth or bible. Worship is Christian in nature and is based upon the themes suggested by the Diocesan Board of Education (DBE) and on Christian values. Elements of Anglican worship are used including gathering and sending, which have been introduced recently. So too, are opportunities for silence, prayer and reflection, enabling pupils to appreciate different aspects of Christian worship. Worship includes music and special events from the Christian calendar. It is planned by the worship co-ordinator and led by senior leaders, all members of the teaching staff and the incumbent. This makes it personally relevant to learners and they say it helps them 'to be kind, to treat others how you would want to be treated, to do the right thing' although they cannot give examples. Parents attend celebration services and church services and value this opportunity.

Pupils recognise the importance of prayer in their lives describing it as a way 'to talk to God'. They use a teaspoon (tsp) as a way to remember that prayers can be 'to say thank you, sorry and please'. Prayers are said throughout the day including the Lord's Prayer, lunchtime prayer and prayer for the end of the day. Reflection spaces are evident in classrooms and pupils recognise that 'you can pray anywhere'. Currently pupils do not have the opportunity to plan worship independently.

Religious Education is not taught on a regular basis nor is there an assessment system in place to track pupils' progress. Work in pupils' books is sparse and does not give children the opportunity to develop and apply their knowledge or skills. The school has adopted the teaching resource *Understanding Christianity* and the local syllabus but recognises that further training is needed as pupils have limited knowledge of the Bible, key Christian concepts and other major faiths. The leader of RE is new to role and has not benefitted from diocesan training or been able to deliver in-house training. There is insufficient evidence to show that statutory requirements for RE are met.

Headteacher	Andrew Mawdsley
Inspector's name and number	Kathryn Allsopp 836