



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 Primary School

The Street, Lawshall,
Bury St Edmunds
IP29 4QA

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: St Edmundsbury and Ipswich

Local authority: Suffolk

Dates of inspection: 29 September 2015

Date of last inspection: January 2011

School's unique reference number: 124706

Headteacher: Clare Lamb

Inspector's name and number: Marion Betts 220

School context

All Saints School is a smaller than average primary school for pupils aged 4 to 10 years. It is situated in the village of Lawshall next to the parish church. As part of the Suffolk School Organisation Review, the school has increased in size to provide for Year 5 children this year and will become a full primary school in September 2016. The majority of pupils are of White British heritage with an increasing number from other nationalities. Pupils come from a wide range of socio-economic backgrounds. All Saints is an accredited "Achievement for All" school.

The distinctiveness and effectiveness of All Saints' School as a Church of England school are good.

- The creative curriculum offered by the school provides pupils with an abundance of enrichment experiences which powerfully influences their spiritual, moral social and cultural development.
- The very effective leadership of the headteacher dynamically promotes the school's Christian vision and values and she ensures these are embedded in policy and practice.
- As a result of the school core value of "Respect", there is a very strong emphasis placed on good relationships and the care of members within the school community which ensures all feel valued and well supported.
- Strong links exist with the local church community and its incumbent which explicitly communicates the school's church school distinctiveness to all its stakeholders.

Areas to improve

- Connect explicitly the Christian values underpinning the school to biblical teaching and monitor pupils' ongoing awareness of these links to ensure that they know and

understand the values' Christian origins.

- Provide opportunities to involve pupils in planning and leading collective worship using their own ideas for this so that they take more ownership of this important activity.
- Evaluate the impact of the Christian values of the school and collective worship through the use of pupils' views so that their ideas influence future developments of the school as a church school.

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

Pupils enjoy their school life and praise the care of the staff who listen to them and make learning fun. They appreciate the many exciting outdoor and diverse curriculum enhancement activities that engage them spiritually and develop their personal interests. One example is that pupils plant a tree seed during their reception year, take care of it, and on leaving the school, replant it in the village woodland. The school is characterised by the value of "Respect" which underpins the very good relationships between staff and pupils; the very effective use of praise; and a positive sense of well-being of all members of the community. Each child's needs are known and catered for. Their successes are celebrated with explicit positive comments from their peers. The school values they have achieved are also highlighted. Pupils' very good academic achievements are related to six learning values. All pupils make at least expected progress with a high percentage exceeding this. Disadvantaged pupils also achieve well because they are given appropriate academic and pastoral support and aspirational targets. Pupils can articulate the values which are deeply embedded in the life of the school and they strive to achieve them. They make a strong impact on pupils' positive attitudes, actions, and behaviour which is exemplary. Older children endeavour to example them to the younger ones whilst supporting them in the playground and at lunchtime. The values are effectively taught during collective worship and often linked to a Christian concept but during discussion with the inspector pupils, whilst knowing the values well, were unable to articulate this link. The curriculum is underpinned by many opportunities for pupils to reflect on their learning and discuss together their ideas and queries. Through these exchanges pupils are becoming more confident both to express their own views as well as being more prepared to listen to, respect and consider the views of others. These skills are very prominent during philosophy and religious education (RE). In this way, and through reinforcing pupils' knowledge of Christianity; by encouraging the school value of "Respect" for diversity of beliefs; and by visits being undertaken to learn about the church and its traditions; RE contributes well to the Christian character of the school. This can be seen visually by the RE whole school work of pupils designing and making colourful crosses to represent images of great importance to their lives. Whole school enrichment days have been focused towards learning more about a culture or religion connected to one of the pupil's heritages. Families and pupils have contributed to these and hence this has increased their confidence and inclusiveness with the school family. Through these activities pupils have begun to develop an understanding of respect towards the school's increasingly diverse community. Links with personnel from Papua New Guinea has enabled pupils to begin to understand that Christianity is a multi-cultural world faith.

The impact of collective worship on the school community is good

Collective worship (CW) is regarded by the whole school community as an important part of each day and the main way in which the school derives and understands the value system that underpins school life. CW therefore impacts well on pupils as demonstrated by one child who, whilst celebrating her literacy achievement, related this to the school values of stickability and creativity. Bible stories are used for illustrating the Christian origin of the values along with other stories which highlight the importance of the value. Pupils are always given time to reflect on their personal application of the message to their future actions and attitudes. Staff and pupils also regard CW as affirming a sense of the school's whole community. Their enthusiastic singing enhances worship. Pupils clearly articulate their learning about Jesus – one child said "Jesus helps everyone" - and God but their knowledge and understanding of the Holy

Spirit are more limited. Their personal spirituality is powerfully developed through their reflections and responses to the wide range of experiences they are given through the creative curriculum. Outdoor education activities, with reflection time built in, develop pupils' greater understanding of God's natural world. CW is well planned and by being led by experienced teachers, the rector and a group of church members, provides for a range of styles of delivery. Pupils most enjoy worship that is interactive and involves them in the presentation such that led by the "Open the Book" team. Pupils say they would appreciate being more involved with the planning and leading of CW. Themes for CW are also planned around the Church calendar particularly those led by the rector. In this way pupils' understanding of Anglican traditions and practices are reinforced. Also this is enhanced by collective worship taking place in church to celebrate key Christian festivals. Parents, the church and village communities, and the local pre-school children are invited. Attendance is good and ensures that the church/school connection is reinforced locally. CW always contains a prayer often linked to the theme and delivered by a pupil. An enrichment day led by a Baptist minister was focused on the Lord's Prayer with many activities, including cooking and art, to help pupils understand its meaning and its application and purpose to Christians.

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

The headteacher and governors articulate a clear Christian vision that inspires and challenges pupils to achieve in all areas of their lives and develops understanding of a wide range of learning experiences. Vision posters with a central tree are explicitly displayed. All staff are fully supportive of this vision, committed to their role and feel valued for their example in this Christian community. Staff are encouraged to undertake training linked to RE teaching. As a leader of a Christian setting, the headteacher feels it is her duty to support other church schools and does so with the full support of the governors. The headteacher plans strategically to be able to facilitate the staff to share their expertise of working within a Christian context. The school leadership seeks the views of staff, pupils and parents regularly but does not generally include more focused questions on the religious aspects of the school. However a foundation governor has begun collecting the perceptions of pupils relating to their spiritual development. Governors and the school leadership ensure RE & CW meet the statutory requirements and monitor these activities as well as the impact of the spiritual, moral, social and cultural provision on pupils. Pupils do not yet play a role in evaluating CW. The foundation governors and senior staff have undertaken diocesan training for their roles in the church school. The school has made very good progress with the development issues from the last church school inspection. The school has developed close and positive partnerships with parents. These links have been paramount in raising the school attendance figure by 2% during the last year. Parents feel highly appreciative of their welcome to contribute to school life; of the approachability of the staff; and of the prompt help they receive with any difficulties. The school has a close association with the church and this is well understood by the whole school community as a high priority distinctive feature. Partnership with the diocese has been particularly strong and supportive during the recent restructuring of the school's organisation. The school participates in many of the village activities.

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