



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 Aided Primary School

Beaumont Road, Great Oakley,  
Harwich, Essex,  
CO12 5BA

**Previous SIAMS grade: 2**

**Current inspection grade: 2**

**Diocese:** Chelmsford

Local authority: Essex

Date of inspection: 12 March 2015

Date of last inspection: April 2010

School's unique reference number: 115141

Headteacher: Jane Simmons

Inspector's name and number: Pamela Draycott 161

#### School context

All Saints is a very small voluntary aided primary school. The proportion of pupils with special educational needs and those for whom the school receives pupil premium funding due to social disadvantage are both above the national average. Pupils achieve well from their starting points, making good progress. Around 10 per cent come from families who attend church regularly outside of their school involvement.

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

- The school's Christian mission statement and values consistently shape its life and work. These values are actively supported by staff, governors and parents
- The worship programme and Religious Education (RE) support the school's Christian ethos and the spiritual, moral, social and cultural development of pupils well
- The school's active link with a Kenyan school is an effective catalyst for educational, social and multi-cultural understanding

#### Areas to improve

- Ensure consistency in the assessment of pupils' work in RE so that pupils know clearly what they have achieved and what they need to do to improve
- Bring to fruition plans to create an outside quiet garden as a reflection and prayer space
- Ensure that all pupils are able to link the school values to biblical teaching and to their own lives and achievement

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

Academic standards are good and show an upward trend. Pupils make good progress from their various

starting points. This means that pupils, including the more vulnerable, achieve well. This is acknowledged as an expression of All Saints' mission as a church school based on the recognition that each child is special and loved by God. The school's values are forgiveness, friendship, wisdom, compassion, peace and trust. They clearly underpin the school's work and draw on Christian belief, practice and teaching. Some pupils can make links between these values and biblical teaching. The school is a caring, happy and supportive place based on its Christian values. The wellbeing and needs of children and their families are given a clear priority which supports pupils in succeeding and in achieving. Mutual respect characterises relationships and good, courteous behaviour exemplifies the school's Christian ethos well. The school's values are reinforced well through RE and worship. They are expressed further through international links with a school in Kenya. The school has begun to use a Kenyan symbol, the 'Knot of Reconciliation', to reward pupils who consistently show respect and the ability to solve their own and others' issues. This award is not given out lightly. Pupils respond well to a wide range of opportunities provided for their spiritual, moral, social and cultural development. Sporting and cultural activities are enhanced by effective working with other small schools locally. Pupils recognise that the school helps them to know what is right and wrong and they behave accordingly. They link this to the school's values as giving a model for 'how Christians ought to live'. The importance of finding out about faiths other than Christianity is seen by pupils as an important aspect of the RE curriculum because, 'it helps you respect others'. Attendance is above the national average. Any poor attendance is dealt with in a supportive fashion based on the school's Christian foundation. Pupils feel safe and are happy in school. As one pupil said, 'We are a caring school and we help each other like Jesus said we should'.

#### **The impact of collective worship on the school community is outstanding**

Christian worship, inclusive of the whole school community, takes place daily. It is well focused on Christian values and major Christian festivals with productive links to RE and to personal, social and health education (PHSE). Worship is enhanced by celebrations at church for Easter and for Harvest and by a service in school at the end of the academic year. A few children who are in the school choir attend the monthly family service. This service is jointly planned by school and church. The headteacher systematically plans and develops the worship programme. She delivers many of the acts of worship with other staff and one of the church wardens from the parish church. Worship is monitored by the chair of governors, who is the other church warden. The centrality of Jesus to Christianity is embedded through worship. Biblical stories linked to Christian values play an integral part in worship. Pupils, parents and staff have positive attitudes towards worship which is valued as being a major support for the school's Christian ethos. Pupils have an age-appropriate understanding of God as Father, Son and Holy Spirit. They participate in worship very well through singing, listening attentively and reflectively, and by leading prayers. There is a very calm and reverent atmosphere during worship. This consequently has a positive impact on pupils' personal development. Pupils have a good understanding of the importance of prayer. They know that prayer is not only about asking God for things but is also about being thankful. They recognise the importance of prayer for the school and for themselves. Elements of Anglican worship such as using an opening greeting, lighting a candle to aid reflection and prayer and saying the evening collect on a Friday afternoon are well embedded. Pupils are able to recite The Lord's Prayer with understanding.

#### **The effectiveness of the religious education is good**

The two RE co-ordinators took on their responsibilities in September 2014. They are working well together to further the development of RE and to raise standards. The schemes of work have been renewed, refreshed and resourced since the previous inspection. The quality of teaching in RE is good. A good range of activities and approaches are used in lessons which engage pupils well in their learning. Group, paired and individual work, research, discussion, drama and reflection are some of the approaches used to support learning. Consequently, pupils are engaged and achieve well. There is little evidence in pupils' books of work being specifically set to support and extend different ability groups within a class. However, most pupils do make appropriate progress. Pupils enjoy RE and take part with enthusiasm. They are able to talk about their personal opinions about religious issues well whilst being respectful of others' opinions. The school has been working, with support from the Diocese, on making improvements to how pupils' work is assessed in RE. Pupils record what they already know at the

beginning of a unit and, at the end of the unit, they reflect on what they have learned. This helps them to focus their attention on their knowledge and understanding. However, pupils do not consistently know how well they are doing in RE and what they need to do in order to improve their learning further. The school follows the Diocesan scheme of work. This is supplemented by elements of the Essex Agreed Syllabus for RE. The curriculum provides an appropriate balance in helping pupils to develop knowledge and understanding of Christianity and of other faiths. This helps them to appreciate the diversity of God's world.

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

Senior leaders and governors are committed to ensuring that all pupils, irrespective of academic ability or background, make progress in their learning. This is well focused on the school's mission statement. To this end, the strategy of leadership and management keeps in mind the academic and personal needs of individual pupils. The headteacher leads the school insightfully, modestly and with dedication. She is well supported by her deputy and by other staff. Governors are appropriately supportive and challenging of the school's work. Many governors also attend the parish church which demonstrates the broad lay involvement with the school. The school is always looking for ways to improve. With this in mind, there are detailed plans in place to enhance the outside space further by providing a quiet garden, prayer and reflection space. The school is appropriately self-critical and its self-evaluation of its work as a church school is largely accurate. Diocesan involvement is appreciated and effective use has been made of in-school support from the link advisers. Parents value the school as a caring and Christian community which is focused on the academic and personal needs of their children. They are active in fund-raising and other ways of supporting the school. Issues for improvement identified in the previous inspection have been well addressed. For example, the school's successful involvement in the Kenyan link school was partly motivated by the previous inspection report recommendation to 'broaden links with others from ethnically diverse localities'. The professional development of staff working in the church school sector is taken seriously with appropriate training and support given. Arrangements for worship and RE meet statutory requirements.

SIAMS report March 2015. All Saints Church of England Voluntary Aided Primary School, Beaumont Road, Great Oakley, Harwich, Essex, CO12 5BA