

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints CE Primary School

Slatefell Drive, Cockermouth, Cumbria. CA13 9BH

Current SIAMS inspection grade	Outstanding
Diocese	Carlisle
Previous SIAS inspection grade	Good
Local authority	Cumbria
Date of inspection	15 February 2017
Date of last inspection	28 June 2012
Type of school and unique reference number	Voluntary Controlled 112272
Headteacher	Nicola Smallwood
Inspector's name and number	Carol Berry 324

School context

All Saints is a smaller than average primary school of 198 pupils situated in the town of Cockermouth on the edge of the Lake District National Park. The school includes nursery provision. Children are drawn from a variety of socio-economic backgrounds, with levels of deprivation being higher than usual. The number of disadvantaged pupils for whom the school receives the pupil premium is below average (19%). There is a strategic facility for children with autism attached to the school. The number of pupils in the main school with special educational needs and disabilities is below average (20%). However, pupils from the strategic facility are integrated into lessons with the rest of the school whenever possible. Almost all pupils are of White British heritage. Staffing and leadership have been stable for some time.

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

- The Christian vision for a caring, creative and vibrant school means that all children know they are valued. Christian values are at the heart of all relationships and decision-making, with the result that the school is a happy, inclusive and exciting place to learn.
- Compassionate and inspirational Christian leadership from the headteacher ensures that staff are well-supported and that the Christian vision is implemented effectively.
- Excellent spiritual development is supported by innovative use of the school grounds, an exciting programme of visits and effective curriculum planning.
- The strong partnership with local churches makes an excellent impact on collective worship, spiritual development, religious education (RE) and children's development of social skills.

Areas to improve

- To support pupils in taking more responsibility for routinely planning and leading collective worship. This is so that they feel even more involved in worship and further develop their understanding of it.
- To share the school's excellent practice in order to provide effective support for other church schools.

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

All children know they are valued. They flourish in the school's welcoming and inclusive environment. They enjoy their education and one child said that moving here was 'the best decision I ever made!' Christian values underpin all relationships and children apply these values to their own lives. Behaviour is excellent. Management of behaviour is founded on the Christian value of forgiveness. Both children and parents explain the importance of the value of forgiveness in making a fresh start. The integration of children with autism into the school makes an excellent contribution to the social development of all children. Children are passionate about valuing diversity as a result of the opportunity to work and play together. In this secure and happy learning environment, children make good progress from their starting points. Christian values, such as understanding the importance of perseverance, effectively support their learning. Children have a sound understanding of Christian teaching about the values which are important to the school. They link friendship to the story of Ruth and Naomi and explain the way in which Jesus forgave Zacchaeus. They demonstrate care and compassion through their support of a wide range of charities.

Spiritual, moral, social and cultural development (SMSC) is outstanding. The school organises an exciting programme of visits, including residential visits, which provide children with a rich variety of experiences. These include visits to cities such as Glasgow and Manchester. Children visit a mosque and also reflect on God's awesome creation in the wonderful natural environment near the school. Planning for SMSC in the curriculum is excellent and is enriched by the school's distinctive Christian character. Children reflect on the Christian value of justice when working on Fairtrade and explore French Christian festivals whilst learning French. Developing the ability to be still and reflect is important to the school and this is a regular feature of lessons. The school's outdoor environment has been developed to support spiritual development. Children say they appreciate the outdoor prayer space, the chance to care for chickens and the sensory garden.

Well-planned and challenging RE makes an excellent contribution to the Christian character of the school and to cultural development. Children have very positive attitudes to people of different faiths and cultures. A pupil said, 'It doesn't matter what you look like, inside everyone is the same.' They demonstrate enthusiasm for finding out about different cultures and one pupil pointed out that this would be an advantage of being able to travel. Children were recently inspired by the visit of Buddhist monks from Tibet. They are aware that Christianity is a worldwide church and this is celebrated by the crosses from around the world made by each class. Links with the church have helped to develop global partnerships, including support for a student in Uganda and links with Ethiopia. However, staff say that providing more opportunities for children to engage with people of different faiths and cultures remains an ongoing challenge.

The impact of collective worship on the school community is outstanding

Children are enthusiastic about collective worship as a result of the exciting variety of experiences it offers and its relevance to their own lives. A pupil said, 'You don't just sit there!' Children participate in worship through introductory responses, questioning and discussion, drama, writing prayers, use of music and time to be still and reflect. Singing plays an important part and is a much-enjoyed feature of school life. Worship in different settings, including key stage worship in smaller class groups, means that children are confident about contributing their ideas. Planning for collective worship ensures that children reflect on a range of Bible stories, Christian festivals and important beliefs. There is a whole school, half-termly focus on a particular value which is shared with parents and used in worship by the nursery as well as visiting worship leaders. Consequently children gain a profound understanding of Christian values and talk about them at home. Time for reflection is regularly included in worship and ensures that children relate their thinking to their own lives. In a Key Stage 1 worship children reflected on Noah's task of building a better world and what they might do to make the world a better place.

Local churches make an excellent impact on collective worship. Local clergy and visitors from other churches lead worship regularly, with the result that children encounter a variety of worship styles. They support the school's spirituality days. Parents enjoy attending special events in church, such as services for All Saints Day. The church also organises special events to help children understand beliefs about different festivals, for example, 'Experience Easter' and 'Experience Christmas'. Children move around a range of stations in small groups, exploring different aspects of the story and important beliefs connected to the festival. These events contribute to children gaining a sound understanding of beliefs about God as Father, Son and Holy Spirit. As a result of attending the 'Experience Pentecost' event, pupils were able to relate the gift of the Holy Spirit to the Pentecost story and talk about the Holy Spirit's role as a helper and supporter for the disciples and Christians today.

Children benefit from the variety of experiences which provide support for personal prayer. These include use of indoor and outdoor quiet spaces and the 'faith box'. A pupil said, 'Prayer makes you feel safe when you have

problems.’

Leadership of collective worship is very effective. A range of different evaluative strategies is used to inform planning, for example, each half-term children work as a class to review worship and collate responses to key questions. This means all children provide feedback and the school evaluates their understanding of the beliefs and values explored. Some children have taken responsibility for planning and leading worship, but the school has identified this as an area for further development.

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

There is strong Christian leadership from the headteacher. The Christian vision for the school is evident in her life and decision-making, with the result that staff say the school is a happy place to work. Children see Christian values in action in the lives of the staff and appreciate their dedication. Parents also have a good understanding of the vision for the school and speak with understanding about the importance of Christian values in school life. The Christian vision for a compassionate and inclusive school is central to the decision to support the strategic facility for children with autism.

Governance is effective. Governors know the school well and are involved in the evaluation process. They provide practical support and also readily challenge the school. Diocesan training has contributed to their understanding of their role. Leadership of collective worship and RE results in excellent outcomes. The effective RE co-ordinator implements rigorous procedures for monitoring and evaluation of RE. These secure high standards of teaching and learning, excellent use of assessment and a high level of challenge. The effective response to the last SIAS inspection report has helped the school to move forward. Professional development for teachers with a view to training future leaders of church schools is a priority. The school has made a considerable investment in training for collective worship and RE. For example, all staff attended RE training from a national RE consultant and some staff are involved in training for a new approach to teaching Christianity.

The work of the school is enriched by a variety of strong partnerships. Diocesan support has played a significant role in school improvement. The local church makes an excellent contribution to the life of the school. They run the Christian club ‘Awesome Saints’ which is much enjoyed by children and contributes to their understanding of Bible stories. The school plays a full role in the life of the local community and this enriches children’s social development. Children serve at Lent lunches, the choir sing at a local residential home and the school runs a Fairtrade stall at Cockermouth market. The school is enthusiastic about grasping opportunities to share its excellent practice with others.

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