



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.

Main Road
Dovercourt
Harwich
CO12 4HT

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Chelmsford

Local authority: Essex

Dates of inspection: 8th October 2015

Date of last inspection: October 2010

School's unique reference number: 115203

Executive Headteacher: Julie O'Mara Head of School Kirsty Box

Inspector's name and number: Rosemary Privett 321

School context

All Saints' is a smaller than average primary school. Pupils are taught in six single age classes. Almost all pupils are of white British heritage. The proportion of pupils for whom the school receives pupil premium support due to social disadvantage is above average. The proportion of disabled pupils and those with a special educational need is below average. The school has Enhanced Healthy School status and an Inclusion Quality mark. The previous headteacher moved to another post in September 2015. The school is in a period of transition. It is currently being led by an executive headteacher and a head of school.

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

- The school's core Christian values are deeply embedded so that pupils successfully apply them to their learning and living.
- Accurate and insightful self-evaluation by senior leaders means that the school has a clear understanding of strengths and areas for development.
- The high quality strategies to support vulnerable pupils and their families, which are driven by Christian love and compassion.
- The strong links with parents, the church and the wider community that enable its distinctive Christian character to grow and develop.

Areas to improve

- Develop robust procedures to enable governors to monitor and evaluate the overall effectiveness of the school as a church school.
- Develop consistency in marking procedures in religious education [RE] so that pupils are clear about what they need to do to improve their work.
- Develop the worship space so that it has a strong focus on the symbolism of the Trinity.

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

The school's mission statement 'learning to serve in the name of Christ,' effectively shapes the way in which the school determines its priorities. A set of four core Christian values: compassion, respect, responsibility and putting others first, was created in consultation with members of the school community. They are explicitly expressed and linked to the school's mission statement. As a result they are deeply embedded throughout school life. Senior leaders, staff and governors lead by example in expounding the values ensuring pupils are loved, motivated and feel respected. Consequently, pupils learn in a safe and secure environment where they are taught to reflect on their own attitudes and conduct. This creates a positive climate for learning, leading to high academic attainment above national expectations. There are outstanding links with the community to offer support for vulnerable pupils. The progress in academic achievement and behaviour of these pupils is a testimony to the high quality teaching, pastoral care and Christ-like compassion given to all. The values strongly underpin the work of the Pastoral Care coordinator who provides a high level of support to both pupils and their families. Her strong sense of vocation and careful planning makes a significant contribution to the improving trend in attendance. The values are acknowledged to be at the heart of the excellent relationships between adults and pupils. They are especially important to pupils because the school's rewards system is closely linked to them. The crystal cup badges given for displaying one of the values are greatly prized. As a result, behaviour is of the highest standard. Pupils' spiritual and moral development is effectively supported through worship, RE and well planned reflective areas in the classroom. Leaders have correctly identified a need to develop more experiences to support spiritual development across the curriculum. Plans are already underway to address this. Through studying a variety of other faiths in RE, pupils are developing an understanding of diversity and difference. They are also beginning to develop an understanding that there are Christians in many parts of the world. Alongside this, meeting with visitors such as the Lord Lieutenant, helps pupils to learn about key British institutions such as Parliament. In these ways, the curriculum and core values provide pupils with a good understanding of different cultures and prepares them for life in modern Britain.

The impact of collective worship on the school community is good

Well-planned and creative acts of worship have a place of major importance in school life. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Pupils particularly enjoy worship when they can 'come up to the front and help'. Strong links with the parish church ensure that the Anglican tradition is upheld and celebrated. Worship is well planned by the coordinator. It is a driver for the school's values as themes are planned around them. This enables pupils to make links between the values and their biblical roots. There is also a strong emphasis on the major festivals of the church year, stories from the Bible and the teachings of Jesus. Reference to God as Father, Son and Holy Spirit is made on occasions. However, the visual environment for worship does not support pupils in understanding the symbolism and language associated with the Trinity. Due to this, they struggle to explain its significance in worship. Local clergy support the worshipping life of the school and are welcome visitors. Through worship pupils have a clear understanding of the meaning and purpose of prayer and reflection. They enjoy writing prayers for special services and for use in their classrooms. The impact of worship is regularly monitored and evaluated by the coordinator and governors. Since the previous inspection pupils have been involved in this process through a worship group which planned and led acts of worship in school. This responsibility has now been devolved to more pupils with individual classes planning and leading a weekly act of worship. Through this approach they are becoming familiar with the key elements of worship and regularly lead prayers and the words of gathering and sending out.

The effectiveness of the religious education is satisfactory

Pupils enjoy RE and older pupils are able to articulate its importance in helping them to

understand what people think and believe. Progress is satisfactory with pupils making at least comparable progress to that expected nationally. However, pupils do not achieve as well in RE as they do in other subjects across the curriculum or in literacy and numeracy. The supportive and caring ethos of the school creates a learning environment where pupils feel included and safe. They collaborate well, think independently and show respect to teachers and each other. The co-ordinator's leadership and management of RE shows insight and commitment. Through monitoring she has correctly identified key issues for improvement. There is a coherent syllabus in place enabling pupils to develop a good understanding of Christianity. As a result of training led by the coordinator, staff confidence in teaching the subject has increased. Lessons are now planned more effectively. They take account of the need for pupils to learn about religions. They also provide some activities that help pupils to reflect and relate their learning to everyday situations. This supports their spiritual development. Since the previous inspection, the coordinator has worked effectively to introduce an assessment system across the school. This enables the school to track the attainment and progress of pupils across the year. Pupil assessments are shared, enabling staff to pinpoint areas where learning is less secure. They also share ideas of how teaching and learning can be improved. Some creative and practical approaches in lessons enable pupils to learn about faiths other than Christianity. Pupils feel RE is important as it 'helps you understand what other people do and believe.' Monitoring by the coordinator and other senior staff demonstrates that teaching is never less than satisfactory and some is good. Where it is at its best, teachers facilitate in depth discussions through skilled questioning. Group work and research is also encouraged in these lessons. This gives pupils of all ages time to think and reflect on their learning and supports their spiritual, moral and cultural development. Older pupils said that they would like to know how to improve in RE 'like we do in literacy and numeracy'. The quality of marking and feedback is inconsistent across the school. It is not always linked to what pupils are focusing on in the lesson. It also, does not always give pupils guidance on how to improve their work.

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

Since the previous inspection, a clear Christian vision has developed, rooted in the mission statement and core values. The nurturing ethos of all senior leaders ensures that All Saints' is an effective and highly inclusive school. This promotes pupils' spiritual development, well being and academic achievement well. Through the effective leadership of the previous headteacher, the vision is understood and embraced by all members of the school community. As a result of effective evaluation undertaken by a working group led by the then headteacher, the visual environment of the school has improved. Its distinctiveness is now more explicit. Under the leadership of the current executive headteacher and head of school, the vision continues to flourish. They know the school well and their evaluation is accurate and insightful. They have effective strategies in place to check on its overall effectiveness as a church school. Regular classroom visits and discussions with pupils help governors monitor some aspects of the school's effectiveness as a church school. They learn how the values are lived out and what pupils think of worship. In-depth evaluation of the school as a church school by governors is less robust and lacks strategic direction. Effective use is made of professional development opportunities for the development of staff as church school leaders. Coordinators of worship and RE have benefitted from diocesan training. It has supported them in fulfilling their roles and resulted in improvements in provision. There are close and mutually supportive links between St Nicholas' Church and the school. Pupils visit the church regularly to celebrate major festivals and to support other aspects of the curriculum. These visits help pupils to develop an understanding of Christian worship and practice. Leaders have also developed many strong links with the wider community. As a result, the school is involved in many local projects. Working in a local 'Peace Garden' and entertaining residents in a care home, enable pupils to experience putting their mission statement and core values into practice.

