



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints' CE Primary School

Easby Drive,
Ilkley, West Yorkshire.
LS29 9BE

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Bradford

Dates of inspection: 29th April 2015

Date of last inspection: 28th September 2009

School's unique reference number: 107309

Headteacher: Michele Robinson

Inspector's name and number: Mark Edwards

Quality assurance: Lyn Field 151

School context

All Saints' Church of England Primary School is a modern purpose built establishment. There are 322 pupils on role in this one and a half form entry school. It is set within the town of Ilkley serving a community where the proportion of pupils eligible for free school meals is lower than schools nationally. The percentage of pupils with special educational needs and those whose first language is not English is also below schools nationally. The school is designated an autism hub by the local authority. The school recently re-constituted the governing body and new roles and committees have been established.

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

- A strong commitment to inclusion based upon its Christian values enables the school to meet the needs of its pupils.
- There is strong and effective support from the local church, in particular the incumbent and youth worker, which leads to good quality whole school collective worship.
- Pupils' spirituality is promoted through an emphasis upon prayer, reflective areas throughout school and their empathy for other cultures and faiths.
- Religious education (RE) and leadership of RE, supported by the headteacher, make an effective contribution to the school's distinctive Christian character.
- The leaders of the school demonstrate their Christian vision and promote Christian values for the school that is implicit in the strong relationships and supportive nature of all members of the school community.

Areas to improve

- To promote the school's Christian values explicitly, ensuring all members of the community understand their impact upon their actions.
- Ensure the consistency of classroom worship through regular monitoring, evaluation and training made available to staff.

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

Academic standards have been maintained and have been consistently high since the last inspection. All staff articulate clearly their passion for inclusion where compassion and understanding for the individual drives their work. Christian values underpin the staff's support for their pupils' academic progress alongside their personal wellbeing, with evidence of going that extra mile for families and individuals.

The impact of promoting the values of respect, tolerance and love is that pupils demonstrate a caring attitude towards each other this being demonstrated well at playtimes. Older pupils look after younger ones and is summed up by a pupil who stated 'We are just one big family'. Pupils are living the values the school promotes and the pupils' grasp of Bible stories and their meanings clearly contributes to their understanding. However, written documentation does not always make the link between action and values explicit. Behaviour is of a high standard throughout the school and pupils readily cite examples of how staff support them and care for them as individuals in good times and bad.

The school, situated in a community of predominantly White British cultural heritage, promotes its pupils' understanding and respect for other cultures well. A well-established link with a school in Uganda and a twinning with a largely Muslim school in Bradford enable pupils to develop empathy and a caring and supportive attitude towards other communities. Pupils write insightful prayers. In writing prayers for victims of a recent natural disaster the pupils demonstrate a well-grounded spirituality that is founded upon a genuine care for others. They use a memorial garden established as a reflective area in school with due reverence and understanding of its purpose. Aspects of the school environment including displays, an impressive prayer tree and reflective areas further contribute to pupil's spirituality as they are used appropriately and their purpose is understood.

A recently appointed, RE co-ordinator has introduced the concept of asking 'the big question' in RE lessons throughout the school. Pupils discuss ways in which RE helps you to respect other religions 'so you understand and do not appear to be rude'. This, coupled with work in books, shows that RE makes a contribution towards the school's Christian character. This is most evident in the books of the older children where they write with some insight and maturity.

The impact of collective worship on the school community is good

The school values collective worship and has developed a wide range of adults to support its delivery of whole school collective worship. A driving force behind this is the strong link with the local church, with the vicar, youth worker and volunteers from the parish making significant contributions. Initiatives with the local 'Churches Together', 'Open the Book' project and collaboration with other local schools further contribute to the considerable resource base the school draws on to develop collective worship. Parents welcome recent initiatives to include them in collective worship in school and talk animatedly about how pupil delivery in collective worship promotes confidence and a greater understanding of Bible stories.

Pupils talk enthusiastically about collective worship. They talk about a recent development whereby older groups of children plan and deliver collective worship to younger pupils, as an opportunity that enables them to have a greater understanding of the Bible. The themes chosen and promoted in collective worship contribute to pupils' ability to be moved to action. For example, pupils take a pride in the amount of fund raising they do as a result of their compassion for others. Prayer is central to the school's worship and pupils regularly contribute their own prayers to collective worship, they can demonstrate clearly how prayer can impact upon their daily lives. Examples around school of the prayers developed by pupils show insight and how prayers contribute to their spiritual development. Christian values are implicit in the delivery of collective worship. Whole school worship is a strength and is consistently of a high standard. However what pupils experience in classroom worship varies. The school acknowledges that monitoring and evaluation has focused on gathering feedback about whole school worship. Staff training has not been updated to ensure everyone knows what is expected to ensure that there is a consistency of approach across the school.

There is a developing understanding of God as Father, Son and Holy Spirit with some older pupils able to articulate this well. In addition many pupils are able to identify typical Anglican traditions within the context of worship in a church.

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

In embarking upon a journey to improve the school's Christian distinctiveness, staff share the vision of the headteacher and she has demonstrated that initiatives over the last three years are having an impact. This includes pupil's greater participation in the planning and delivery of collective worship, the inclusive nature of the school and the positive way that pupils demonstrate empathy towards people of other cultures and faith. The governors have re-constituted its formal body and in doing so have successfully retained the proportion of church foundation governors and the new committee structure continues to focus upon and promote the school's Christian ethos. All leaders of the school be it senior teaching staff, clergy, and governors make a significant contribution to the development of the Christian character of the school. They show dedication to promoting high standards as well as personal welfare. As a result pupils say they feel safe and supported. Parents hold the staff in high regard and state staff 'demonstrate the right amount of professional distance as well as showing genuine care and love for each pupil'. They feel they are in a real partnership with the school that benefits their children's education and welfare.

Implicit in the school's understanding of its performance is the way distinctively Christian values are promoted but there is an awareness that these need to be made more explicit. The effectiveness of the school's partnership with the local church, incumbent and youth worker is a real asset to the school and both parents and pupils regard this as strength. The headteacher ably supports her staff and this can be demonstrated by the support given to the RE co-ordinator to develop new initiatives to promote spirituality through prayer and pupil delivery of worship. Staff training is beginning to influence a coordinated approach to whole school improvements of both collective worship and RE. As a result of this staff are able to talk confidently about the way the school promotes its Christian distinctiveness. Two staff have been promoted to senior posts in church schools showing the impact of this clear support for leadership. School leaders have in place provision for collective worship and religious education that meet statutory requirements and whole school worship is strength.

The school has a specific development plan for RE and collective worship that guides the school's development. A strength of this approach is the way it includes members of the school and wider community as well as senior leaders to evaluate the school as a church school. This has enabled the leaders to more closely align emerging issues to the school development plan.

SIAMS report April 2015 All Saints' Church of England Voluntary Controlled Primary School, Ilkley LS29 9BE