

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hessle All Saints Church of England Voluntary Controlled Junior School	
Northolme Road, Hessle, HU13 9JD	
Current SIAMS inspection grade	Good
Diocese	York
Previous SIAMS inspection grade	Satisfactory
Local authority	East Riding of Yorkshire
Name of federation	All Saints Federation
Date/s of inspection	23 June 2017
Date of last inspection	March 2014
Type of school and unique reference number	VC Junior 117978
Executive Headteacher	Karen Wood
Inspector's name and number	Geraldine Cooper 696

School context

All Saints is a larger than average junior school with 355 pupils on roll. The school serves the town of Hessle on the bank of the Humber. The school community is White British with few children speaking English as an additional language. The proportion of pupils eligible for pupil premium is in line with national average as is the proportion of pupils with SEND support. There have been considerable changes in the governance and leadership of the school since the last inspection. The school is now federated with the adjacent infant school. The executive headteacher has established a new leadership structure across the school.

The distinctiveness and effectiveness of All Saints Federation Junior School as a Church of England school are good

- The Christian vision and values of the school are explicit, rooted in the Bible and coherently expressed so that pupils have a clear understanding of what they are and how they impact on their daily lives.
- Collective worship is well structured and well planned. This equips pupils to feel confident in leading class collective worship.
- Strong leadership from an executive headteacher who's vision for the school as a church school is informed by a clear understanding of the Christian distinctiveness of a school.
- School leaders work very effectively alongside foundation governors to promote a coherent picture of the school as a distinctively Christian environment in which all children are able to flourish, make progress and achieve well.

Areas to improve

- Ensure that there is a consistent and shared understanding of what is meant by spirituality in order that this can be embedded across the curriculum and in all aspects of school life.
- Develop a deeper appreciation of personal prayer through the effective use of classroom reflection areas.
- Provide more experiences for pupils to encounter religious and cultural diversity within and beyond Britain.
- Extend pupil leadership of collective worship to include phase or whole school worship.

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

The Christian values of the school, courage, community, forgiveness and thankfulness are explicit throughout the school and are reflected throughout the school day. Pupils speak about them with confidence and are able to reference the way in which stories from the Bible exemplify these values. The values are the foundation of good behaviour across the school. Pupils consistently show respect for their peers, the environment and the adults that they meet. This creates a positive and purposeful environment which promotes learning. Pupils articulate a growing sense of confidence saying, 'we are learning to believe in ourselves' which is evident in the narrowing of the gap between the performance of the school and national averages at the end of Key Stage 2.

An inclusive approach to admissions ensures that pupils requiring SEND provision are welcomed and supported. Effective data analysis monitors the variance in the performance of pupils with different educational and social needs. As a consequence of this, interventions for vulnerable pupils are targeted and tracked and there is an understanding of, and sensitivity toward, the needs of the individual child. This is also evident in the ways in which pupils support one another, as a reflection of the behaviours modelled by adults in the school. They appreciate that they are part of the school's Christian community and that forgiveness is central to the way in which they respond to one another.

Pupil voice is a very strong part of the ethos of the school and pupils feel that their views are valued. They enjoy school and attendance is above national average. Pupils are encouraged to manage their own behaviours. They know how and when to access support. Consequently, positive relationships across the school have been embedded. This has created an atmosphere of trust and calm across the school.

Staff have embraced the concept of immersive learning and have created a stimulating environment in which pupils encounter a broad and balanced curriculum which promotes spiritual, moral, social and cultural development. As a consequence of this pupils are inquisitive and enjoy learning which is contributing toward the upward trend in attainment. School leaders have a shared understanding of spiritual development which is an integral part of curriculum planning. However, the school has correctly identified that a greater depth of understanding amongst all staff would better equip them to embed, and make explicit, spirituality across the curriculum and wider school life.

Pupils enjoy the opportunity to explore 'big questions', particularly in RE. They are able to distinguish between ultimate and 'not ultimate' questions and relish debate such as 'who created God'. Pupils share ideas with respect and appreciate that not everyone shares the same beliefs. RE provides an opportunity for pupils to learn about the beliefs and practices of Hindus and Muslims as well as a strong grounding in Christianity. Pupils recognise that RE makes an important contribution to their understanding of, and respect for, people of different beliefs. However, they have a limited knowledge of religious and cultural diversity within Britain.

The impact of collective worship on the school community is good

Pupils are highly engaged in worship and their enjoyment is evident in their enthusiastic singing and eager participation. Gathering, engagement, reflection and sending out are strongly evident within collective worship which means that pupils have an understanding of the elements of Anglican worship. This equips them to plan and lead their own class worship on a weekly basis. Pupils are able to make links between contemporary resources and Bible teachings in a manner which engages their peers and promotes spiritual development. Leaders are aware that the impact of this would be increased if pupils were encouraged to lead phase or whole school worship. The school's values are strongly and coherently underpinned by stories from the Bible and the life and teachings of Jesus. Pupils are able to make links between the two and to apply them to their own experiences. Pupils concur with teachers and parents that collective worship helps them to 'believe in themselves' and equips them to be caring people and better learners. This is evident in their willingness to help one another and to engage purposefully in learning.

The celebration of significant Christian festivals, including Pentecost and Ascension, means that pupils can articulate a sound understanding of Christian belief and the symbolism of the liturgical year. They talk confidently about God, Jesus and the 'Spirit that is God here now'. This confidence has equipped pupils to ask, and develop answers to, big questions about the presence of God and different ideas about creation. Pupils attend church on a regular basis for special services which contribute to their understanding of Anglican tradition. These services, well attended by parents, are recognised by the church as enhancing its presence in the community.

Pupils have recently been consulted on the wording of the new school prayer which has added to their engagement with prayer as central to school life. However, pupil engagement with opportunities for informal prayer, through the use of class prayer books, worry boxes and other stimulus are not widely taken advantage of. Reflection areas are a feature of every classroom but the extent to which they are utilised is variable. School leaders recognise that greater understanding, by staff, of the ways in which these areas can contribute to pupils' spiritual development would provide more consistency in the effectiveness of these areas.

Collective worship falls within the remit of the deputy headteacher who has quickly and efficiently introduced a pupil 'church distinctiveness committee' to monitor and evaluate collective worship alongside the foundation governors.

They have already changed the priority of Friday worship to focus on thanking God for the gifts and talents of the pupils. The way in which pupils have demonstrated the school's core values throughout the week, including out of school activities, is recognised and celebrated in an act of genuine and sincere worship rather than the previous practice of 'awards worship'.

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

Over the past two years the school has experienced a significant period of change, having federated with the adjacent infant school. The two schools have become aligned under the executive headship of the previous headteacher of the infant school. She has worked with the newly formed governing body to establish a senior leadership team well equipped to promote effective practice in teaching and learning through an emphasis on the schools distinctively Christian character and ethos. Senior leaders work in strong collaboration with the foundation governors, one of whom is co-chair of the governing body. Together school leaders have led the school on a journey which has challenged much previous practice and has led to considerable changes in staffing. The positive relationship between church and school leaders has ensured that this period of uncertainty has been managed with sensitivity and care.

School leaders have collaborated with the wider school community to identify the values and vision which are now central to the mission of the school to provide an environment in which pupils, regardless of ability or background, flourish. Efficient and effective monitoring of pupil performance data informs the school development and action plan within the ethos that 'each child is more important than the data'.

School leaders welcome the support of outside agencies, particularly the support offered by the Diocesan and Local authority education officers. Monitoring visits take place on a regular basis and these contribute to the progress that the school is making in developing teaching and learning. The school leaders work closely with the Diocese and have a clear understanding of church school distinctiveness. The foundation governors also have a sound understanding of church school distinctiveness and hold school leaders to account in their role as critical friends. This ensures that the schools distinctiveness maintains a high profile and is regularly reviewed by the governing body as a whole. The profile of collective worship and RE has been raised under the leadership of the deputy headteacher who ensures that they both meet statutory requirements. The stronger focus on the school's distinctiveness coupled with a closer working relationship with the Diocese has built the school's capacity to develop staff as future leaders.

The school has a strong relationship with the church. Pupils visit the church as part of the curriculum and their work is displayed in the church. As a consequence of this, members of All Saints Church have a sense of ownership and pride in 'their' school which they see as sowing the seeds of faith for the future.

SIAMS report June 2017, Hessle All Saints CE VC Junior School, HU13 9JD.