

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Academy			
Address	Blair Avenue, Ingleby Barwick, Stockton on Tees. TS17 5BL		
Date of inspection	25-26 March 2019	Status of school	Secondary academy inspected as VA Dales Academy Trust
Diocese	York	URN	139606

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

All Saints Academy is a secondary school with 733 students on roll. The school has low levels of religious and cultural diversity and very few students speak English as an additional language. The proportion of students who are considered to be disadvantaged is below national averages. The proportion of students who have special educational needs and/or disabilities is below national averages. The school became the founding member of the Dales Academy Trust in 2017. The current headteacher and deputy headteacher took up post in September 2018. The school is expanding its annual intake to 180 students from September 2019.

The school's Christian vision

Every child matters equally to God.

The vision for the Academy is rooted in biblical teaching from the gospel of John, 'As I have loved you, so you must love each other. By this everyone will know that you are my disciples' (John 13: 34-35).

Key findings

- Leadership at all levels passionately lives out the Christian vision of the school enabling all students and adults to flourish.
- Well-being lies at the heart of the school ensuring all are treasured and valued as children of God.
- Everyone is transformed by the living out the five marks of mission leading to confident, articulate students and adults who are courageous advocates in the local and wider community.
- Religious education (RE) comprehensively expresses the Christian vision of the school equipping students with knowledge and understanding to live well in a religiously and culturally diverse society.
- Collective worship actively promotes the Christian vision resulting in profound personal, spiritual and moral development of all.

Areas for development

- Further live out the Christian vision by working with schools within and beyond the Dales Academy Trust, and with the local community in order to have an even greater impact on transforming lives.
- Maintain and grow the family feel of the school as it expands its roll so that everyone continues to flourish and live life to the full.
- Deeply embed the new Key Stage 3 RE curriculum and highly effective pedagogy in order that all students can achieve the highest standards and the department can become a beacon of practice.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leadership at all levels is highly dedicated to promoting and living out its Christian vision. This vision is deeply embedded and comprehensively articulated through all aspects of school life. It drives strategy, policy and practice. The Dales Academy trustees, headteacher, senior leaders, chaplain and governors are committed to the flourishing of every student in their care, as well as nurturing adults within and beyond the school community. There is a strong sense of Christian vocation within the whole school. Everyone who walks through the door of All Saints will leave transformed through an encounter with the Christian gospel. The theological basis of the vision is rooted comprehensively in everyone being a child of God. All are loved and valued as unique individuals. This is effectively demonstrated through the five marks of mission. The focus on tending, telling, teaching, treasuring and transforming underpin acts of service and outreach within the school and in the local community. The school's very accurate self-evaluation demonstrates an in depth understanding of what it means to be a Church school. All recommendations from the previous inspection have been fully addressed. The school's vision is impacting significantly on the development of the fledgling Dales Academy Trust helping to shape policy and strategy.

The school's broad, balanced and personalised curriculum is firmly rooted in a desire for all students to live life to the full. It is designed to meet the needs of a diverse community. Strategic decisions ensure the needs of the most vulnerable are met, whilst also offering challenge and enrichment opportunities. Standards and progress at the end of Year 11 (2018) are above national averages. Lower prior attainers make above average progress. The implementation of innovative teaching and learning approaches has encouraged teachers to collaborate and learn effectively from one another leading to excellent outcomes. Outstanding opportunities for exploring spiritual and ethical dimensions throughout the curriculum are provided. During English lessons students were able to make profound theological links between 'An Inspector Calls' and the teachings of St Paul. The whole school community has a comprehensive understanding of spirituality as seen through the five marks of mission and living out gospel values. One student spoke of walking in the footsteps of Jesus. All students talk of the Christian values as providing a framework for the right way to live. The chaplaincy space provides a place for students with diverse religious and non-religious worldviews to discuss a range of topical spiritual and philosophical issues.

Character development is an important expression of the five marks of mission. Opportunities for students to understand local, national and global issues are well-established within and beyond the curriculum. An annual trip to Taizé opens students' hearts and minds to different Christian perspectives from around the world as well as helping them reflect on their own spiritual journeys. Students value highly the opportunities to take part in competitions such as the Cranmer Award. Challenging injustice is central to the life of the school. Students and adults are passionate advocates for change. Students lead and organise fundraising and charity work in order to transform lives locally as well as globally through, for example, an annual Lent WaterAid appeal. Everyone in the school community understands that they can make a difference to others.

The establishment of strong and compassionate relationships leads to minimal exclusions and above average attendance. The high levels of trust ensure that everyone lives well together in a deeply Christian environment. Approaches to behaviour are an expression of God's love and the five marks of mission. The highest expectations are in place with regard to student conduct. The impact of behaviour strategies is monitored and evaluated regularly to ensure that they are effective for all students. Every student understands the principles of redemption and forgiveness and that they can make a fresh start. In response to parent and student feedback the school has recently changed the attitude to learning criteria to better reflect the Christian vision. This ensures everyone has clear expectations regarding personal organisation, character, application and participation in school life. Everyone, including exceptionally welcoming reception staff, live out generous hospitality to all. Sacrificial strategic decisions have been made to open a new social, emotional and mental health suite. This reflects the schools' desire to welcome all. As a result of outstanding leadership opportunities, particularly through the Archbishop's award and mentoring programmes, students leave in Year 11 as resilient, aspirational and confident young people.

The Christian vision embraces diversity and inclusivity. The dignity of all is promoted through everyone being seen as equal in the eyes of God and a strong sense of family is created through a highly effective house system. Policy and practical changes have been made to appropriately reflect the principles of Valuing All God's Children

(2017). This supports individual students as they discover who they are as young people. Every member of the community whether student or adult knows that their life will be positively transformed during their time in the school. Staff speak of exceptional opportunities to undertake research and engage with professional learning.

Collective worship is the heartbeat of the school. Everyone understands the importance of worship as an expression of the Christian vision. Students value the way in which it nurtures a sense of family and provides a peaceful start to the school day. The role of student leaders is highly respected. Students regularly plan, lead and evaluate worship for the whole school and for festival occasions. All staff and students appreciate worship because it is well explained, inspiring and thought-provoking. Each Friday staff undertake professional learning about the acts of tutorial worship the following week. This gives teachers confidence to tailor the worship to their own tutor groups and ensures consistency of practice. Students have an excellent understanding of Anglican faith and practice, including a deep understanding of God as Father, Son and Holy Spirit. Students create their own liturgies, prayers and services, many of which demonstrate careful consideration of the relevance of biblical teachings on issues such as bullying, autism and mental health. Worship, including Holy Communion, is fully inclusive with invitational and creative liturgies. This enables those of all faiths and none to participate in way that maintains their integrity. Worship has a significant impact on staff and students. It develops their understanding of Christian teachings as well as inspiring many to undertake act of service, stand up for others, and be stewards of God's creation. Monitoring is well established and leads to consistent practice across the school, with outstanding opportunities for students to develop spiritually.

RE has a high priority and is regarded as a core subject. The curriculum creatively reflects the school's Christian vision, Diocesan syllabus and the Church of England Statement of Entitlement (2019). It enables students to understand the diverse and global nature of the Christian faith as well as providing opportunities for them to learn about a range of religions and worldviews. Students value the subject understanding its importance in terms of religious literacy. They appreciate that it empowers them with a depth of knowledge and understanding of religious and non-religious worldviews so that they can effectively live out the five marks of mission. Effective systems of assessment are well established. Students regularly assess each other's work and ongoing teacher feedback enables students improve their work promptly. The subject is very well led by a reflective practitioner. High priority is given to professional learning. This impacts significantly on the quality of the curriculum and innovative approaches to teaching and learning.



The effectiveness of RE is excellent

Standards in RE have improved significantly in the last three years. Students achievement is above average with 81.4% gaining grades 9-4 in 2018 GCSE examinations. This is in line or better than other humanities subject in the school. Students make at least good progress, including those who are disadvantaged. The quality of teaching and learning is consistently good and often better. Highly effective teaching enables students to demonstrate deep understanding of theological and philosophical concepts and apply this within and beyond RE. Skillful questioning and appropriate levels of challenge ensure students interpret, analyse and evaluate competently particularly in Years 9-11. In Years 7-8 these skills are gradually being embedded particularly through the use of the Understanding Christianity resource. The deeply personalised, differentiated approach enables all students to flourish. Robust monitoring and moderation of student work has resulted in specific interventions in order to continue to raise standards in 2019 examinations.

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