

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Infant Academy			
Address	Northolme Road, Hessle, East Yorkshire, HU13 9 JD		
Date of inspection	07 November 2019	Status of school	Academy, part of the Ebor Academy Trust, inspected as voluntary controlled.
Diocese	York	URN	147408

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

All Saints' is an infant school with 309 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages, as is the proportion who have special educational needs and/or disabilities. Since the previous inspection in 2014, All Saints' has experienced significant changes in leadership. These coincided with a period of instability during which the school was supported by the Ebor Academy Trust. The school formally joined the trust in September 2019 when the Executive Headteacher and Head of Schools were appointed.

The school's Christian vision

'Building the bridge to success together' Inspired by John 10 v 10, living life in all its fullness, we endeavour for everyone to be resilient, independent, confident, happy, enthusiastic and respectful – RICHER – learners. The values of thankfulness, forgiveness, courage and community permeate our schools.

Key findings

- Following a period of significant change, school leaders have prioritised the renewal and development of a Christian vision based on biblical teaching and underpinned by key values which drive all aspects of school life.
- Collective worship is inclusive with varied opportunities for pupils to engage and respond. Pupils and adults are supported to live out the vision and values beyond times of worship, which is beginning to contribute more fully to the flourishing of the school community.
- Religious education (RE) enables pupils to grasp key concepts within Christianity and to explore moral standpoints through the outworking of the vision and values. However, their understanding and experience of world religions is not yet fully established.
- The school, through its Christian vision, is proactive in its support for the wellbeing of all, reaching into the community and creating a strong sense of belonging for the whole school family.

Areas for development

- Deepen pupils' understanding of the biblical narrative which underpins the school's Christian vision, making specific reference to living life in all its fullness, to support the ongoing journey of Church school improvement.
- Further develop the RE curriculum to ensure systematic progression of pupils' understanding of core Christian theological concepts and knowledge of other religions so they deepen their awareness of world faiths.
- Build on the school's charitable outreach by increasing opportunities for pupils to become courageous advocates of social change.

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

Since the previous SIAMS inspection the school has experienced significant changes in leadership. During the past two years it has been on a journey which has seen rapid development. Strong relationships between All Saints', the trust and the diocese have led to the school's recent stability. The whole school now unites within the context of the Christian vision 'Building the bridge to success together' and its associated values. Leaders speak of how 'everything comes about through the application of the vision' and of equipping staff with 'professional courage'. As a result, staff feel supported, valued and respected. Pupils are proud to speak of themselves as RICHER learners and have a deeper understanding of these values because of the links made to specific Bible stories. For example, one pupil spoke of the courage Daniel had found when faced with the lion's den. The values are evident in displays around school and are threaded through the curriculum. Pupils, whilst able to speak of making the best of life, were less confident when talking about the biblical rooting of the vision in John 10:10.

Collective worship is valued by everyone in the school community and is an important way in which the Christian vision and values are shared. Each class brings its own worship symbol, created collectively, as classes gather to worship which helps to embed it as an important part of the school day. One boy proudly wore Joseph's coat of many colours whilst another class brought its model of Noah's Ark. Pupils are developing an understanding of the Trinitarian nature of God by linking items on the worship table to God the Father, Son and Holy Spirit. Bible stories, music, drama, prayer and reflection enable members of the school community to engage meaningfully with worship. Pupils' singing is valued and uplifting. The school has met the recommendation of its last inspection report and pupils of all ages are now involved in whole school worship. They are beginning to shape collective worship more regularly through the Richer Rangers group, which includes the Worship Warriors. Leaders have recently established a church distinctiveness group which works alongside pupils to involve them more in the planning and evaluation of collective worship. This is already beginning to impact further on the worshipping life of the school with pupils becoming more active participants. Pupils' spiritual development is also promoted by the worship areas in classrooms and reflection areas around school. Parents enjoy the opportunity to attend class worship and services involving the children in the Church. The partnership with All Saints' Church is valued by all. Parents value the school as a Church school and say that without the link to All Saints' it would 'lose some of its identity'. This relationship is mutually beneficial.

The emotional wellbeing and mental health of all associated with the school is given high priority. Pupils are supported through a range of strategies which are strongly underpinned by the vision and values. Emotional Literacy Support Assistants invest time in a restorative approach which is linked with the recently established behaviour policy. This encourages all to express their feelings and emotions and to disagree well with courtesy. The safeguarding and wellbeing leader speaks of the vision 'bridging the gap' between the school and its wider community. This is lived out through a comprehensive offer of support including links with adult education, the provision of the school food bank and regular coffee mornings for parents of pre-school children. This support is offered to the whole community not just those linked to the school. Leaders believe they have a strong duty of care towards the staff. As a result, adults are treated with dignity, care and respect and the staff wellbeing group is valued and well attended.

Teaching and learning in RE reflects the Church of England Statement of Entitlement and makes a good contribution to the social and moral development of all pupils. The recently reviewed RE long-term plan ensures that the Understanding Christianity resource is integrated within the locally agreed syllabus and this is beginning to ensure a balance between the teaching about Christianity and that of other world religions. Class groups this year are named by country and this has brought about a renewed focus on global awareness. As one child commented, 'class teams help us to learn about other countries'. Links are currently being sought with a school in Sierra Leone. However, pupils' knowledge and understanding of global Christianity and other world faiths is still at an early stage. The leadership of RE has recently been shared more widely. This has allowed an increased capacity for the development of the subject and a focus on further refinement of its assessment. Governors and leaders undertake monitoring of RE and this is beginning to have an impact on teaching and learning. The school's participation in the Ebor Trust's Church school distinctiveness group provides challenge and support through partnership working beyond the school.

The curriculum, with the school vision and values at its heart, enables all pupils to flourish and as a result, the school's most vulnerable pupils are supported well. This can be seen in improved outcomes for all over recent years which are broadly in line with, or above, national figures. The curriculum has raised awareness of social injustice and this has inspired pupils to support fundraising. The school council plans for a number of events such as Children in Need and Red Nose Day. Pupils strongly support their local community and recently decided that Harvest donations should be distributed more locally through the school food bank. They are also supported to take action and speak enthusiastically about how they had recycled used plastics into ecobricks which were then used to build furniture. However, planned opportunities to challenge injustice and act as courageous advocates are not yet embedded into the curriculum.

Parents are supportive of this inclusive school and speak of a 'sense of community'. They affirm that staff are accessible, responsive and dedicated to meeting individuals' needs. The school's values impact significantly on their children and parents say they demonstrate the values at home. Leaders ensure that the curriculum encourages a respect for difference and that this is lived out by all. One parent, who spoke of always feeling different, said 'but I never feel different at school'. Pupils speak with confidence about how they disagree well and that 'it's ok to think different things, but we try to find one thing we agree on'.

Executive Headteacher Head of school	Dave Barber Laura Jackson
Inspector's name and number	Philippa Boulding 965