

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Hallows Church of England Voluntary Controlled Primary School

Priory Road, Gedling, Nottingham, NG4 3JZ	
Current SIAMS inspection grade	Outstanding
Diocese	Southwell and Nottingham
Previous SIAMS inspection grade	Outstanding
Local authority	Nottinghamshire
Date of inspection	8 February 2017
Date of last inspection	January 2012
Type of school and unique reference number	VC Primary 122743
Headteacher	John Graham
Inspector's name and number	Kerry Palmer (60)

School context

All Hallows is an average sized, suburban school serving a socio-economically mixed community. The majority of children are of White British heritage; a small number come from other nationalities and faiths. The proportion considered disadvantaged or having special needs is below average. There is an established headteacher and staffing team. All Hallows Parish Church is a short walk away. After a long break, a new incumbent will take up post in April. Collaboration with neighbouring schools is a significant strength. This successful school has gained many awards including the Stephen Lawrence Education Standard and Investors in Pupils.

The distinctiveness and effectiveness of All Hallows Church of England Voluntary Controlled Primary School as a Church of England school are outstanding

- An inspirational, effective and highly dedicated Christian headteacher motivates all so that staff model the Christian values, such as respect, the foundation of the school's outstanding education.
- A strong sense of koinonia, Christian community drives all school activity explicitly impacting on relationships, wellbeing and children's achievement.
- Effective governors share a commitment to the Christian distinctiveness of the school ensuring that its Christian values guide all decision making.
- A mutually beneficial partnership with the parish promotes a Christian perspective, community enrichment and children's understanding of Anglican tradition and practice.

Areas to improve

- Review documentation and teaching strategies to ensure that the whole school community recognises that the school's Christian values are driven by the teaching and example of Jesus Christ.
- Set all school worship in a liturgical framework which emphasises that, whatever the focus, it starts with a responsive Christian greeting and ends with a Christian message to take into the day.

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

It is clearly evident that the Christian ethos, which is at the heart of All Hallows Primary School, promotes outstanding education of children who are exceptionally positive about learning. They display maturity, confidence and enthusiasm. All are obviously happy at school; they say they feel safe and cared for. 'Someone always listens if there's a problem', one said. Data illustrates that pupil achievement is consistently above national expectations and

levels of mastery are rising. Aspirational curriculum developments have been successfully pursued by school leaders and staff committed to core values that recognise each child as unique and special. Progress of disadvantaged children is successfully accelerated and a parent support worker engages with families experiencing specific challenges. Almost all children participate in extra-curricular activities and benefit from a wide range of enrichment activities, including residential visits. The fact that this is a church school is evident in the multitude of related displays, prayers and artefacts around the school. Parents are very happy with the Christian values promoted in the school, which they say make a significant contribution to pupil's outstanding behaviour and relationships. The centrality of Christian values, such as respect, is recognised by all and drives school development and policy review. Children are given significant responsibility and develop self-esteem through working alongside adults, as recognised in the Investors in Pupils award. Attendance is well above expectation, monitored by a child as attendance coordinator. Religious education (RE) is popular; through increasingly cross-curricular activities it contributes much to the school's Christian character and a very powerful spiritual, moral, social and cultural (SMSC) education programme. This is rightly recognised by all as a key strength of the school. However, the fact that the school's values are based on the teaching and example of Jesus, is not always explicitly understood or expressed. All children flourish in a climate of mutual respect. Many opportunities to explore a range of values and beliefs are built into the curriculum. Children show Christian resilience and determination as they investigate 'Big Questions' such as, 'Why am I here?' and 'What is Heaven?' RE includes a thoughtful and sensitive programme of teaching about other faiths. This includes visits to their places of worship, ensures that children's respect and understanding of similarities and differences is strengthened as they progress through the school. Parents of other faiths are happy for their children to participate in RE and join worship. Respect for difference is actively promoted; the school was judged regional winner of an equality and diversity award. The work of Islamic Relief is recognised alongside Christian Aid. Active links with schools in Afghanistan, Gambia and Burundi are pursued to ensure children interact with the global community. Empathy for those less fortunate is promoted by many charitable activities. For example, the school council organises class debates to select worthy causes which promotes enquiry and raises awareness. This, in turn stimulates children's enterprise in devising fundraising activities.

The impact of collective worship on the school community is outstanding

Creative approaches used with sensitivity and wisdom are incorporated by the headteacher who leads a relevant and effective collective worship programme. It has Bible stories and Christian values at its heart. The current central theme is 'The life of Jesus' and children are excitedly tracking 'What Would Jesus Do?' clues around the school. A story about Jesus and His disciples led to children exploring the qualities they valued in their friends and how to be a good friend to others. Children say the messages positively effect on their behaviour and relationships at school and beyond. The impact of Christian justice and reconciliation is illustrated by a child's comment that, 'nothing's unforgiveable'. All staff, and an increasing number of children, are involved in leadership of worship. Children take advantage of many opportunities to pray, reflect, ponder 'Big Questions' and help those less fortunate that themselves. They are encouraged to compose prayers for the prayer box and reflective zone which develops personal spirituality. Children's prayers are also displayed on the school website. The Lord's Prayer is known and sung and children have composed a school prayer. This clearly has impact, as one parent said, 'He comes home and says school prayers, and we don't go to church.' Children are enthused by a variety of lively worship songs, often with actions. They share their love of music in performance and entertaining local old folk. A Sign2Sing worship, with parents, is indicative of the range of approaches employed and community action. The rich selection of themes strongly promotes the recognised importance of SMSC, but lacks the liturgical framework that ensures that the gathering is 'worship' rather than 'assembly'. A history of close involvement by local clergy and regular visits to All Hallows Church deepen children's knowledge of Anglican tradition. A recent class visit to find out more about the church's contribution to the community is being followed up by use of IT to produce leaflets promoting them. This is to be followed by a comparative leaflet about the mosque. Other children speak excitedly about their 'wedding service' at church or reflect on organ music as a spiritual experience. Large numbers of parents and friends fill the church for school festival services and attend weekly celebration services at school. Evaluation and questionnaire responses from parents, governors, children and staff contribute to focused development planning. Children have a clear understanding of the special nature of Jesus and an age appropriate appreciation of God as Father, Son and Holy Spirit. For example, one commented, 'God made the world for us to look after.' The positive impact of the Christian values promoted in collective worship is observed in all aspects of school life and commented on by pupils, staff, governors and parents.

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

The Christian commitment, energy and professional skills of the headteacher has sustained the continuous, positive growth of this outstanding church school for years. He has nurtured a strong and established staff team who work together effectively with confidence that the school's Christian values are a common bond. Professional

development is recognised as vital. Staff are encouraged to take initiatives and additional responsibility. This includes the established RE coordinator who works closely with an assistant headteacher responsible for SMSC. Several current leaders began as in the school newly qualified teachers. Staff and governors are united in the pursuit of excellence. This is because the school rigorously evaluates effectiveness and sets aspirational and focused targets resulting in high achievement across all age groups. The current priority to further recognise and embed key values is indicative of their centrality to school life. Combined in-service training with a neighbouring schools, looking at links between RE and British Values, is indicative of the importance placed on partnerships. A recent review of governance has re-energised an already effective body who approach their tasks with rigor and sympathy for the school's church foundation. 'We are very proud to be a church school', a governors' letter to parents states. A working party is currently looking strategically at long term leadership patterns. Monitoring activities are recorded, reported to the full governing body and filed for reference in self-review. This included the school's review of Christian distinctiveness. For example, 'creative in approach...a clear lead to a period of reflection', are comments in one comprehensive worship review. 'Very embedded...articulate and reflective', are comments following pupil interviews about SMSC education. New foundation governors are undertaking detailed induction into their role. Parents speak highly of staff commitment and approachability. One spoke of the sensitive and Christian support given to a child at a time of family bereavement. Several praised the foundation of values, 'stronger than we manage at home'. These are children in a caring school which 'lives the values it promotes' and 'brings out their spirituality'. Links with the parish and community are seem as a cycle of mutual support. Regular school groups participate in the Sunday Family worship. Children were also part of the process in the selection of the new rector. In addition, monthly school articles in the parish magazine and school based tea dances for senior citizens being examples. The school fully meets statutory requirements for collective worship and RE and the potential for further positive development is excellent.

SIAMS report February 2017 All Hallows CofE (VC) Primary School, Nottingham, NG4 3JZ