

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints National Academy

High Street, Bloxwich, Walsall WS3 3LP	
Current SIAMS inspection grade	Good
Diocese	Lichfield
Previous SIAMS inspection grade	Good
Date of academy conversion	September 2015
Name of multi-academy trust	St Chad's Academy Trust
Date	28 September 2017
Date of last inspection	20 October 2011
Type of school and unique reference number	3352019
Headteacher	Michelle Slymn
Inspector's name and number	Marianne Phillips 586

School context

All Saints is a larger than average primary with 310 pupils on roll. The numbers of pupils eligible for free school meals is well above national average. Most pupils come from white British backgrounds. The percentage of pupils for whom English is an additional language is below national average. The numbers of pupils who are in receipt of a statement or educational health care plan is below national average. The school converted to academy status in September 2015 and is sponsored by St Chad's Academy Trust. The headteacher and deputy were appointed at the time of conversion.

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

- The passion of the headteacher and deputy headteacher ensures the school's Christian distinctiveness and drive for improvement is child-centred and underpinned by nurturing love and care.
- The core Christian values form the foundation for all aspects of school life and enable all the members of the school to feel part of a caring Christian community.
- The systems and structures, which have been introduced by the school leaders, are building Christian distinctiveness and consistency across the school, which is enabling pupils, regardless of background or faith, to flourish.
- The sense of 'team' that has been developed over the past 2 years, is building confidence and skill, empowering all staff to effectively support the drive to raise standards and be distinctive as a church school, through caring for each individual.

Areas to improve

- Work with governors to clarify the barriers to learning, particularly for the vulnerable, to overcome their difficulties and build emotional confidence and well-being for all individuals through nurturing care.
- Continue to build relationships with parents to strengthen their skills and clarify their responsibilities as partners in their children's education, providing them with experiences to inspire and raise aspirations through caring Christian support.

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

All Saints National Academy is a school where children are at the heart of everything that is done. The explicit core Christian values are the foundation which helps to provide stability and security for each individual. The care of the child is central and the desire to, 'build life skills to help them be safe in all circumstances that they may meet in their lives' is the key focus of school leaders. Consequently, relationships are strong, guided by Christian love and restorative justice. All pupils questioned confirm, 'We all feel happy and safe in school and if we fall out we have respect for each other and we make friends.' This evidences how they are living out their values of forgiveness and peace in their daily interactions. As a result, behaviour is good. Each class has agreed 'golden rules' to positively guide their choices, 'Which follow the ten commandments, our Christian values and help us to worship God. God helps everyone and I don't feel lonely because of Him.' The worship team and school council pupils are sure, 'We are important and make a difference in our school. We made the decisions about our uniform colour, our badge and our motto – with faith in our hearts we achieve and succeed.' These factors reflect the strength of the school community and the Christian focus which is creating a sense of unity and shared purpose. The headteacher and her deputy know their pupils well. They are passionately committed to enabling them to experience success nurturing them through Christian care and concern. Virtually all pupils enter the school displaying skills very significantly below national expectations. Over the past two years they have introduced rigorous systems and structures to track individual learning and highlight need. Strategies such as half-termly pupil progress meetings share concerns and successes. The discussions lead to actions to target support through planned intervention by trained adults. The journey to success is a difficult one, because of the very low starting points and wide variety of need. The determination of leaders and the way they are empowering their staff through training and support is effective. They are growing a team founded on the shared core values and the commitment to improvement. As a result, the rate of progress of all groups is increasing and the gap in their achievement is narrowing. As parents confirm, 'Our children feel worthy and important members of the school and are encouraged to be responsible and to learn.' They also feel the school communicates well with them about their children. Raising standards remains a priority and the continued focus on overcoming barriers to learning for all groups key. Building relationships with parents has been another priority and remains a priority for leaders. They currently offer half-termly workshops for parents which provide experiences of supporting their children in their work in class. Numbers attending are rising encouraged through the non-threatening caring support displayed by staff and leaders. Aspirational workshops have also invited professional parents to talk to groups of pupils to inspire and broaden their future horizons. Consequently, pupils want to come to school. Attendance is improving year on year through educational welfare involvement and targeted actions and rewards. Currently, attendance is 96% which is good. Planning for the curriculum is explicitly displayed for staff and visitors. It is based on a 'curriculum garden which is growing contribution, resilience, determination and courage', through the experiences offered. This sets personal targets or GOALS for pupils by 'Growing Our Attitudes to Learning' nurtured through the core values. Therefore, pupils are clearer about their successes and the next steps to be taken on their learning journey. Marking approaches support this consistently highlighting 'the gap' and developing a dialogue for pupils to act on. This was evidenced on the learning walk and through RE books. The rich curriculum experiences draw from networking with Walsall Football Club and others such as the 'Rocket Music Project'. They are effective in building confidence, skills, self-esteem and sense of well-being illustrated during the music lesson on the day of inspection. Educational visits also happen half-termly. These 'special memories' are displayed on the 'Magic Moments Board' and shared through pupils' comments. They enjoy their learning, particularly in religious education (RE) which is effective in developing their understanding of Christianity and other religions. 'When we visited the Sikh Gurdwara we shared special food, it was great.' The focus on learning from RE experiences through reflective discussions is also helping to challenge their spiritual development. There are strong links with the church of All Saints. The Rector and his 'chaplaincy team' are fully involved in school life. He meets regularly with the RE and worship coordinator to discuss special services at the church and RE planning. His team provide pastoral support for the school and its pupils. 'Faith and Football' is a new club run by one of the team supporting the curriculum and the school's Christian distinctiveness. There are many activities which provide care and support such as the before and after school provision. Consequently, this school is special to the pupils, families and the community it serves. It's Christian distinctiveness and nurturing care is making a difference. Also the contribution it makes to spiritual, moral, social and cultural development of its pupils is valued.

The impact of collective worship on the school community is good

Worship is an important part of school life that daily inspires the school family to worship and sing joyfully. The worship team are committed to making worship special, 'We welcome everyone and light the candles to welcome God the Father, Jesus the Son and the Holy Spirit'. Pupils and staff respond positively and with respect join in the prayers endorsing then with a confident 'Amen'. The worship team take the lead in focusing the worship on 'Peace of Mind' one of the core value linked themes. As the voices of all present join in praise to sing 'Give me Oil in my Lamp' spirits are uplifted through the worship experiences. Time in worship to reflect, be thankful, pray for others

and grow spiritually is making a difference to all. Bible stories and the extract from Hebrews, the focus for the week, highlight the importance of following God's word. Pupils are guided by the headteacher, 'Not just to wait for their dreams but to work for them every day encouraged by God's word'. Pupils are sure that prayer is important to them and they are all supported in being prayerful daily. Prayers start and end the day. Worship areas in each classroom and 'Prayer Stations' around the school reinforce the importance of Jesus through the cross. Pupils confirm praying, 'Makes a difference'. Many of them also pray at home and one very young child shared, 'I like praying on the worship table in our classroom. I have made my own worship table at home with my Bible, cross and I pray there every day.' In these ways worship is influencing the lives of the pupils outside of school. It is also effective in providing experiences of a range of Anglican and other faith traditions. The pupils and staff regularly participate in special services at the church of All Saints. These celebrate the Christian calendar on All Saints day, Harvest, Easter, Mothering Sunday and Christmas. Weekly Communion at All Saints is attended by a class from the school. During this service pupils go to the altar for a blessing. The chaplaincy team also support weekly class worship at school. RE is closely linked to worship and both are monitored and evaluated regularly to ensure quality. This is undertaken by the subject leader, the headteacher, phase leaders, governors and pupils. The future focus for worship is to continue to develop and embed the role of the worship team. Also to ensure new pupils and parents understand and engage with the core values to strengthen and enhance Christian distinctiveness. Pupils have grown as leaders in worship. They accept their responsibility with enthusiasm and pride. Parents enjoy attending special services at church and confirm that, 'our children's spiritual experiences are influencing us at home'. Consequently, worship is effective in guiding the spiritual lives of the whole school family.

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

The school has been on a very difficult journey over the past few years. The structure and state of repair of the building has also created organisational difficulties. However, the strong partnership between headteacher and deputy is building success through sharing a clear vision underpinned by Christian values. There is a team commitment to caring for each individual child and their family through living out the values. Governors actively support the drive to raise standards engaging with school leaders in carefully monitoring provision. Church leaders support the spiritual development of the school family through the strong relationships which exist. This shared sense of purpose is helping to drive Christian distinctiveness. School leaders are committed to on-going professional development to build a skilled workforce to strengthen capacity and sustain school improvement. The link with the diocese has provided support through governance and training to also build capacity. Membership of St Chad's Academy Trust has built in a cycle of review as part of the drive to improve. Leaders know their school and target areas for development to ensure standards are rising and expectations are high. They are committed yet caring in their approaches using praise and positivity to empower and achieve success. An example of this is the 'Wow Board' in the staffroom where thank you messages help to strengthen relationships within the team. Christian teaching through shared core values is the guide shaping lives and interactions in the family. As the pupils reflected, 'Our teachers inspire us not to give up and help us when we struggle.' Parents also positively praise the work being done to help their children and the links with the church. All members of the school family have a voice and are regularly called on to share their views. This is evidenced through their involvement in choosing the new school uniform, logo and strapline. The RE and worship leader, although not new to the school is new to her role. Her responsibilities are clear and she has already attended training to implement the 'Understanding Christianity' curriculum. This has led to a change of planning to incorporate the approach across all year groups. She has worked closely with the diocesan adviser to monitor provision and practice. Support mechanisms are in place to guide her in her role and build confidence in her leadership. Her effective leadership is helping to drive the school's Christian distinctiveness and support the core values. Other new members to the school team include the Safeguarding officer. This appointment was made to support the diverse emotional needs of the individual members of the school family. The new chair of governors is also engaging fully with school leaders. Her regular visits are building her knowledge of the school and helping to consider ways of supporting its future development. Leaders at all levels commit to the vision and values of the school investing wholeheartedly in the lives of its family and community.

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