

REPORT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School	
Address	Strathmore Avenue, Coventry CV1 2AF
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Good

School's vision
<p>With love for ourselves our family and our world. 'Let all that you do be done in love'. 1 Corinthians 16:24 Nurturing joy, curiosity and creativity through our All Saints family.</p>
Key findings
<ul style="list-style-type: none"> • The vision is the 'beating heart' of the school and its community. It is powerfully infused into all areas of school life and its diverse community. Pupils, adults and community members flourish and thrive. Leaders have created a nurturing culture in which all are cherished for who they are. • All Saints' highly creative and compelling work, energised and driven by its vision, is transformative on the lives of its pupils, their families, staff and the community. • Pupils are passionate and bold campaigners who are keen to promote a fairer world by addressing social justice, especially in their local area, now and in their future lives. • Due to the inclusive and inspiring religious education (RE) curriculum, pupils blossom and thrive which contributes significantly to their spiritual development. They comprehensively deepen their understanding of Christianity as a worldwide living faith. • Collective worship is distinctively Christian and highly inclusive, resulting in a respectful sensitivity towards those who have different religious beliefs and worldviews. Whilst collective worship contributes to pupils' spiritual development, and is to some degree inspirational, impact is limited due to a weaker shared understanding of spirituality amongst those leading.
Areas for development
<ul style="list-style-type: none"> • To promote and establish a deeper, richer understanding of spirituality amongst staff so they can explore and articulate its impact on themselves and others. This is to enable them to confidently provide planned opportunities in worship and the curriculum.

Inspection findings

This is an excellent school because the constant, consistent and deep connectedness of the Christian vision and values are demonstrated throughout the school community. This is due to the uplifting, creative and inspirational leadership team. Supported by the governors, led by the headteacher, unwavering in her pursuit, driving the vision and values, both pupils and staff are empowered to flourish. The highly effective leadership team moves the school forwards, relentlessly passionate about the whole school community thriving. Motivated by the vision, governors and leaders make bold financial and organisational decisions to maximise provision for the school's vulnerable pupils and families. The value of love is modelled by leaders and all staff. Vulnerable pupils who are reluctant to show kindness and empathy are supported to see things from a different point of view. Every pupil is valued equally, is of infinite worth, all having opportunities to flourish. Sincere and grateful testimonies of parents uphold this assertion. Relationships at all levels are firmly rooted in the Christian value of love which underpins the school's vision. Due to the success of the family support worker in nurturing thriving relationships and deepening the community's confidence in the school, governors made the strategic decision to continue funding this post.

Recent developments illustrate the unassailable and reciprocal trust between the school and its community. From reducing numbers of pupils on roll, the trend now reversed, is one of over subscription. The well attended nursery and lively, popular playgroup, both accommodated in the church are well established. Parents enjoy time together and with support from the family support worker are able to tap into programmes such as 'One body, One life' promoting a healthier family lifestyle. Parents speak warmly of the 'Supper Club' where families received a meal and organised activities at no cost. They speak movingly about the kindness and support shown by staff.

Determined staff relentlessly live out the school's vision ensuring that everyone is value and included. This ensures that no-one who may be struggling goes unnoticed. The vision is reflected in the welcoming and purposeful environment. Through the dedicated work of the pastoral team there is well-tailored and targeted support for those you need it. They work tirelessly to remove barriers to learning. Reluctant attenders to school gradually increase in confidence, self-belief, trust, and so attendance. This is due to the skilful and sensitive management by the pastoral team. Disadvantaged and vulnerable pupils thrive due to the culture of inclusivity and acceptance. Every day proffers examples of forgiveness and reconciliation driven by love with the result that the school's vision and values are tangible. Staff are passionate about not giving up on pupils, going well beyond the extra mile. Pupils' challenging targets are often exceeded. Very strong relationships are transforming the lives of staff and their mental and emotional wellbeing is a high priority for leaders. The provision of a counsellor for staff is an effective strategic vision-led decision made by leaders.

Diversity is celebrated. Pupils know that everyone is valued and important. This sentiment is echoed by a parent's comment, 'the school comes together as one family'. Embracing and celebrating the richly diverse school and community, the recently appointed vicar makes a considerable impact on the spiritual life of the school community.

The religious education (RE) curriculum has a profound impact, enabling pupils to gain a clear understanding of the importance of faith. They develop a particularly secure appreciation of Christianity as a global living faith and name countries where Christianity is practised. Exceptionally, pupils identify Christian Orthodox and Roman Catholic as different Christian denominations. Reflecting the inclusivity of the school's vision in action, pupils comment that RE lessons are a safe place where they feel comfortable to express their feelings and explore beliefs. Their factual knowledge of different religions, of how and why they pray, is impressive. They consider deep and searching questions such as 'Who was responsible for Jesus' death?' what they think the kingdom of God is like and suggest that people follow Jesus to 'right the wrongs' in the world. Demonstrating detailed and sophisticated knowledge, younger pupils understand that for followers of Islam it is

exceptionally important to undertake the ritual ‘wudu’ when worshippers remove shoes and wash feet before entering for prayer because ‘it is disrespectful to take dirt into this holy place’. Older pupils strongly express that it is important to learn about different religions so that respect can be shown to each other. Pupils particularly enjoy RE lessons because there is no ‘right or wrong answer. RE is a place where you can explore different faiths, respect them all, express opinions about your religion and not feel judged even if you don’t have a religion’. As a result, RE contributes exceptionally well to pupils’ spiritual development.

The impact of collective worship is limited because adults are unable to confidently articulate their shared understanding of spirituality. Consequently, planned worship themes around courageous advocacy and school values are not explored sufficiently deeply to maximise the opportunities for pupils’ spiritual development.

Pupils’ understanding of prayers’ purpose is developing. Self-assuredly they recite the school ‘welcome prayers’, based on the vision and Christian belief in the Trinity. They confidently explain that ‘God is one person in three parts, son in human flesh, spirit all around us and God as father who gave his power and strength to Jesus.’ Older pupils feel comfortable in worship and explain it makes them feel calm and thoughtful. Prayer guides their relationship with God, helps them ‘reflect on the day’ and ‘If you’re feeling sad and have no one to talk to you can always talk to God and he will listen’.

Driven by the school’s vision, through the ‘Champions of Change’ topic, pupils develop a worldview of what courageous advocacy and social injustice mean. With raised awareness, they talk confidently about the work of Gandhi and Mandela. Inspired, they have a keen sense of what this means for their work in the local environment. They consider ways to contribute to a fairer and more just society now and in the future, such as challenging gender stereo types. They designed an anti-racism badge adopted for school use. This strongly demonstrates pupils’ understanding of courageous advocacy and social justice. Local environmental issues, maintaining the garden for wildlife, protecting the local heritage park and orchard are example of this. In addition, letters to a local school whose pupils’ actions spoiled the local environment, response to the Ukrainian appeal and fundraising for cancer further exemplify pupils’ desire to effect positive change in the lives of others.

Due to the steadfast and enlightened leadership at all levels the vision is alive and working out in the everyday for pupils in school and reaching out into the lives of the community. Its impact is life-changing and transformational.

Information			
School	All Saints CE Primary School	Inspection date	25 May 2023
URN	103702	VC/VA/Academy	VC
Diocese/District	Coventry	Pupils on roll	215
MAT/Federation			
Headteacher	Cara Page		
Chair of Governors	Stevie West		
Inspector	Sally Kaminski-Gaze	No.	C.21/22