



*We are an*

# *Outstanding*

*Church of England Primary School*

Following on from our successful OFSTED inspection in 2014, All Saints received a visit from a Diocese of Manchester Church Schools' Inspector on June 30th who came to inspect our distinctiveness as a Church of England school, under the Statutory Inspection of Anglican and Methodist Schools (SIAMS). We were very pleased to be judged an 'Outstanding' school. Attached is a copy of the report for you to read and for you also to see how much a part of that 'Outstanding' judgement your children and you as parents were.





CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**

## National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints Church of England Voluntary Aided Primary School

Culcheth Lane  
Newton Heath  
Manchester  
M40 1LS

Previous inspection grade: Outstanding

Current inspection grade: Outstanding

Diocese: Manchester

Local authority: Manchester

Date of inspection: 30 June 2016

Date of last inspection: 26 May 2011

School's unique reference number: 105505

Headteacher: Lorraine Tennant

Inspector's name and number: Frank Driessen (675)

### School context

All Saints is an average sized primary school serving an area of high social deprivation. The proportion of pupils eligible for pupil premium funding is well above the national average and has risen in recent years. The proportion of pupils having special educational needs and/or disabilities is above the national average. The majority of pupils have a White British background with only a few from ethnic minorities.

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

- The strong Christian leadership and vision of both the head teacher and deputy head with the support of the rector and a talented and committed school staff has ensured that distinctively Christian values are deeply embedded in the life and actions of the school
- Because of its distinctive, open, welcoming and affirming ethos as a Christian family the school has a clear awareness of its role at the heart of the parish and community
- There is outstanding care and support for both children and families who are placed in the centre of this very welcoming and truly inclusive community and nurtured as being precious and special in the eyes of God

### Areas to improve

- Involve the children in the planning, development and evaluation of themes for collective worship eventually incorporating them as worship leaders in its subsequent delivery to boost their confidence and spiritual growth.
- Develop a more formal approach to monitoring and evaluating the quality and impact of collective worship by all members of the school community in order to help shape its future development.

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

The school's core Christian values of love, care, understanding and tolerance underpin the head teacher's own core belief that 'We never give up on a child'. This simple but profound philosophy defines the school's distinctive Christian character. It forms the bedrock upon which all staff, governors and the close involvement of the parish have successfully created a secure, loving and totally inclusive Christian family environment within which the children feel valued. This is seen in the exceptionally effective strategies and highly inclusive support networks for both parents and families which have been firmly embedded by the SENCO and Pastoral Care Manager both of whom ensure that barriers for learning are minimised for all children. The direct result of this is that vulnerable children and those having special needs make excellent progress and achieve well. 'Everyone in school is special and caring towards each other,' said one child. Pupils are quietly confident and their behaviour and manners are of a very high standard. A child commented, 'When we learn about Jesus it changes us inside and we become like Jesus on this earth.' Children have a growing understanding of Christianity as a multi-cultural world faith through their support for Christian Aid and Samaritan's Purse. Their good understanding of different cultures and faiths supports a harmonious and caring school. Pupils are able to relate extremely well to the needs of others not only in the school but also in the local and national communities and have a respect for diversity and difference. Their empathy for the plight of refugees has been heightened by the welcome this loving school family has given to an asylum-seeking child. Parents value the school greatly. They comment that staff 'live out the Christian values. Families are loved and encouraged'. A superb outdoor reflection area alongside many crosses, bibles, prayer stations and bright multi-cultural displays enrich the vibrant Christian ethos, along with well-taught religious education (RE) and excellent worship times. These have a very positive influence on pupils' attitudes to learning. All pupils are given the opportunity for prayer several times a day and recognise its effect upon their lives. The Foundation Unit provides many excellent and on-going opportunities for spiritual development that other year groups successfully build on. Interpersonal skills and leadership qualities are very effectively promoted and achievements are well celebrated throughout the school. As a result of these activities spiritual, moral, social and cultural (SMSC) development is outstanding.

### **The impact of collective worship on the school community is outstanding**

Worship at All Saints is a time of great fellowship. It plays a significant part in nurturing pupils' spirituality and on-going faith development and pupils regularly encounter a range of leaders, including learners themselves. Christian values are promoted and explored over a period of time, along with a concentration on the impact each value has on the lives of those in the school community. Acts of worship are Bible-based, imaginatively planned and led, and involve good levels of participation by all attending. They are inclusive and valued by all pupils including those of other faiths or of none. The Christian focus is effectively aided by the use of crosses, candles and a bright interactive display on the half termly worship theme. Pupils enter the hall quietly, knowing that they are there for a special time with God, demonstrating a reverence for and awareness of the spiritual dimension of worship. Singing is exuberant. Worship deepens the children's understanding of Christian love, faith and humility. The impact was such that a Year 5 pupil later observed during a discussion in RE about famous people who had made a bad start in their life that 'they had the humility to admit things weren't going right and to make a fresh start'. Collective worship is set firmly within an Anglican framework. Because of this pupils develop a very good understanding of Anglican worship. This is developed further through the exuberant involvement of the rector, Father Andrew, when he leads services in the church. Eucharistic Services are also held in the church for Key Stage 2 children, with a separate, recently developed praise service for the younger children. Pupils have a developing understanding of the Trinity. Many parents and the extended family speak with delight at the way the church services deliver the values seen in school every day. These comments are a reflection of the excellent links between the two communities and pupils regard the church as a natural extension of the school. Worship clearly occupies a place

of central importance and securely underpins the school's distinctively Christian ethos.

### **The effectiveness of the religious education is good**

Scrutiny of work and observation of lessons show that standards of attainment of all learners are in line with national expectations with some exceeding them. The RE coordinator's effective monitoring and evaluation of RE gives a clear picture of the overall quality of provision as well as children's good progress within learning about and learning from religion. Teachers' assessment of learning informs future planning for all abilities. Rigorous planning using the newly introduced Diocese of Manchester Syllabus ensures coverage across all year groups. Lessons make use of a wide and engaging range of teaching methods. The consequence of this is that pupils are enthused by the subject because 'teachers do different, interesting things'. Excellent class displays and the use of a 'RE Question and Discussion Book' in each class allows the teaching of RE to be an almost organic process that revisits and builds on the topics being learned by pupils. Older pupils speak with great confidence about what they have learned and demonstrate a good understanding of the impact of religion on believers, and say lessons 'make us think about how to use what we learn in our own lives'. The best of lessons enables the teacher's subject knowledge, enthusiasm and high expectations to inspire pupils to fully engage in deep learning through enquiry, reflection, Bible knowledge and the introduction of Philosophy4Children. The study of a range of comparative faiths, which includes a discrete multi-cultural world religions day and activities such as visits to a mosque and by visitors of different cultures who speak about their faith enhance and celebrate diversity and strengthen community cohesion. RE plays a role equal in importance to other core subjects. It is regularly included in the school development cycle and has its own budget. Lessons reinforce Christian values and beliefs and are an effective support for pupils' academic, spiritual and social development.

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

The personal commitment, exemplary leadership and deep Christian conviction of the well-respected head teacher contribute significantly to the success of All Saints as a church school. Diversity is tremendously valued with disadvantaged and vulnerable groups exceptionally well supported thereby demonstrating the impact of the Christian message. All staff maintain and promote the distinctive Christian character of the school. One parent said, 'The support for families and children is great'. Governors have a deep knowledge and understanding of its performance and distinctiveness as a church school. They are supportive but challenging and possess a very robust determination to not only maintain the distinctiveness of the school's character but also to continuously and effectively build upon it. Effective training for both staff and governors ensures that future leadership needs are met. They recognise the importance of RE and collective worship in developing this ethos and ensure requirements are met. Both issues for development from the previous inspection have been met and have helped drive the RE curriculum forward. Community cohesion is excellent with an outstanding example being seen in the work of the Urban Crew in local schools and an old people's home. The school council is very representative of the highly effective and articulate pupil voice that is so much a part of the school's life. Children support the wide range of charitable works extremely well. One child said, 'We are taught how to live and work for others'. The effervescent enthusiasm of the rector, well supported by the chair of governors, demonstrates an unswerving commitment to enhancing the partnership between the church, school and wider community. This enables school life to extend into the local community with parents relating how, in times of personal crisis, the school becomes a focus for them. Care and practical support at all levels is given, including prayer. Parents recognise the many distinctive Christian qualities that have placed All Saints school at the heart of their community and celebrate the commitment of the whole school family to live out the Christian values which underpin its life and future vision.

SIAMS report June 2016 All Saints Church of England Primary School Manchester M40 ILS