



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**

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

### All Saints Anglican/Methodist Primary School

Top Street  
Elston  
Newark  
NG23 5NP

**Previous SIAMS grade: Good**

**This inspection grade: Outstanding**

**Diocese: Southwell and Nottingham**

Local authority: Nottinghamshire

Dates of inspection: 22 June 2016

Date of last inspection: 16 May 2011

School's unique reference number: 122799

Headteacher: Lisa Richmond

Inspector's name and number: Sheila Grice (165)

#### School context

All Saints is a small rural Voluntary Aided primary school with a joint Anglican/Methodist foundation. The majority of the pupils are of white British origin. About 63% pupils live in the village of Elston, with the remaining pupils living in the surrounding area. The number of pupils eligible for pupil premium is below the national average as is those with special needs and disabilities. The headteacher has been in post for two years. The parish and Methodist churches are close by.

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

- Christian values are deeply embedded in all aspects of school life, resulting in learners having a very good understanding of how these values impact on their own achievement and behaviour.
- Collective worship is of a very high quality and inclusive, engaging children.
- Opportunities provided through worship, religious education (RE) teaching and across the curriculum impact significantly on children's social, moral, spiritual and cultural development.
- Pupil voice is very strong which results in children taking an active part in school improvement.

#### Areas to improve

- Embed the current assessment system in RE so that staff and children are clear about children's progress and next steps in their learning.
- Increase opportunities for children to develop their higher level skills of enquiry, analysis, interpretation and evaluation in order to secure high achievement in RE.

**The school, through its distinctive Christian character, is outstanding at meeting**

### **the needs of all learners**

The school's vision, 'Inspiring our children to learn in a happy, safe and creative environment based on Christian values, enabling them to fulfil their unique potential; to be the Best Me They Can Be' is clearly evident in all aspects of school life. At the end of Key Stage 2, standards are above expected levels and results in Key Stage 1 are improving year on year. Regular and appropriate intervention programmes ensure that the needs of all children are met. Children's safety and well-being is central in the school's 8 point 5-year strategy. The school's Christian values, based on the Fruit of the Spirit, are prominently displayed, along with several relevant Biblical quotes. Children understand that the values are rooted in the Bible and that they reflect that, 'We are little flames, trying to be like God who is the light of the world. When we grow the Fruit of the Spirit in us we can become more like God'. Children can confidently relate Christian values to the teaching of Jesus. They can articulate the importance of forgiving others and showing love and care both within their families and to those in our world in greatest need. This is clearly demonstrated through the fundraising for charities which this year included Foodbank, refugees, Poppy Appeal and Macmillan. Staff and governors are united in their understanding of the importance of the school's distinctively Christian character. This is evident through the school's approach to showing genuine love and kindness to each and every child, as can be seen in the school's response to attendance and exclusions. Children are extremely polite, thoughtful and well-mannered and they display excellent behaviour and attitudes towards learning. Children benefit from extensive use of the wildlife area which is utilised as part of their work on Forest Schools. One of the many benefits of this is that children are able to truly appreciate the beauty of God's wonderful world and express their thoughts and feelings. Children make good use of opportunities to develop their own spirituality by using the interactive reflective area in each classroom, the bench outside or through collective worship. Children have enjoyed being part of the planning process necessary to design the new Peace Garden. Recent workshops for children in Key Stage 2 have been instrumental in developing children's understanding of diversity and children have a good awareness and understanding of difference within local and global communities. RE teaching is given a very high priority and it is treated as a core subject; it contributes extensively towards the children's spiritual and cultural development. A real strength of the school is the value placed on Pupil Voice. The introduction of a Pupil Parliament, with one member being responsible for Christian Distinctiveness, ensures that the voice of the children is becoming much stronger.

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

High quality collective worship, which enriches the lives of both adults and children, is clearly at the heart of this school community. There is a strong focus on Biblical teaching and as a result children are developing a good understanding of Bible stories which, 'Help me to be a good person'. The attitude of children towards collective worship is very positive because they are actively engaged and it supports their spiritual development. Local clergy, regularly lead acts of worship so enabling children to have rich, varied experiences, both in school and at the two local churches. Singing, prayer and reflection time form an integral part of worship. The use of modern, religious songs enables children and adults alike to engage fully in worship. Prayers posted on reflection displays and in books, show that children are confident to write sensitive and thoughtful prayers. They also really appreciate being asked what they would like to pray about during collective worship. Children are confident to lead acts of worship and even children in Key Stage 1 are involved in planning and leading their class assembly. Parents value the opportunity to share in worship regularly. Worship is consistently and recognisably Christian and children are developing a good understanding of the Christian calendar. However, their appreciation of Anglican/Methodist practice is underdeveloped. Children can recognise and talk confidently about the Trinity as a result of explicit teaching and they are developing a good understanding about the concept of God as three persons in one. As one child commented, 'He is God the Father in heaven, Jesus the Son who died for us and the Holy Spirit who lives in us'. The leader for collective worship has been instrumental in ensuring that

it is continually improving. For example, monitoring showed that collective worship did not hold an important place in the life of the school. Following changes all staff now attend all acts of shared worship, the day begins with collective worship and worship is now focussed on Christianity and the Bible with a strong emphasis on developing children's spiritual awareness and understanding.

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

RE has a very high profile within the curriculum. The RE leader, alongside the headteacher and the diocese, have developed a 2 yearly cycle of planning which ensures all aspects of the Agreed Syllabus are taught. Concepts and events within the Christian calendar are also included. The majority of pupils in each year are working at age related expectations or above as a result of very good quality teaching. Children, including those in foundation stage, are achieving an age appropriate understanding of Christianity and their understanding of other major world religions is developing well. Children are developing skills of comparison and personal reflection. However, the higher level skills of enquiry, analysis and interpretation are an area for development. Learners would also benefit from being given the opportunity to present their learning using more creativity and originality. Children are fully engaged in their learning, speaking very positively about their RE lessons and they regularly express their excitement and enjoyment of them. Parents speak very positively about the RE teaching and its impact on their children, saying their children come home excited and wanting to talk about what they have learnt in school. The RE teacher, who is also the RE leader, ensures that RE teaching and learning is always of the highest quality. Books show good progression across year groups and feedback and marking is very effective with pupils being challenged to respond to marking. Assessments are made which inform both planning and teaching and the assessment system now needs embedding so that children's progress in RE is measured year on year. The introduction of reflection books provides good opportunities for children to record their thoughts and ideas and as a result children's understanding of RE is becoming more embedded. Children are now able to make links to many other aspects of life through increased opportunities to reflect on their learning.

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

All leaders in school articulate a distinctively Christian vision for the school and they are clear how Christian values encompass all areas of school life. One leader explained how 'Love is at the very heart of this school, love of Jesus, love of God and love for each other'. Children are exceptionally well cared for within a 'family' atmosphere based on Christian love and respect. Staff go the extra mile to ensure the needs of all children are met, whether academic or social. Leaders are focussed on school improvement. They have an excellent understanding of the school's strengths and areas for development and have been instrumental in securing changes, particularly in the teaching of RE, which has resulted in excellent consistency across school. Children now benefit from high quality learning experiences which impact significantly on their knowledge and understanding of Christianity and other religions as well as their spiritual development. The foundation governors encourage and challenge the school effectively, working extremely closely with the headteacher. Governors are fully involved in the role of monitoring and evaluation and this ensures that the school's Christian character is central to all decision making, as was evidenced in the development of the school's vision, which has love, care support and Christian values at its heart. Parents speak very positively about the benefits of their children attending a church school and they value the 'loving, caring, happy school' which encourages their children to look out for each other and help in any way they can. Links with the local churches in Elston are excellent, offering mutual benefit to all. Increased opportunities for children to share in Sunday services at All Saints have really been appreciated by the church. Statutory requirements for RE and collective worship are fully met and full advantage is taken of training for both leaders and governors. All the issues from the previous inspection have been successfully addressed and the school is well placed to continue to develop as a church school.

