



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

### All Saints CEVA Primary School

Vicarage Road  
Newmarket,  
Suffolk  
CB8 8JE

**Previous SIAMS grade :** Outstanding

**Current Inspection grade:** Outstanding

**Diocese: St Edmundsbury & Ipswich**

Local authority: Suffolk

Date of inspection: 27<sup>th</sup> June 2016

Date of last inspection: 19<sup>th</sup> July 2011

School's unique reference number: 124761

Headteacher: Jane Trampnow

Inspector's name and number: Stephen Cutts 495

#### School context

All Saints School is situated in the centre of Newmarket, a short walk from the church, museum and other places of interest. Originally founded in 1869 and rebuilt in 1974, it became a full primary school with pupils up to year six in September 2012. It now has 199 pupils. 39% have English as a second language. Since 2014 there have been a number of teaching staff changes, significantly a new head and new deputy head.

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

- The new head and deputy head lead and inspire an enthusiastic and dedicated team of staff, governors and parents, totally committed to raising standards and promoting strong Christian values.
- Religious education lessons are exciting and use lively enquiry methods to enable pupils to discover, compare and respect world religions. These include termly visits to different places of worship, role play and well-informed discussion.
- Excellent displays, including creative prayer and reflection stations, leave visitors in no doubt that this is a church school.

#### Areas to improve

- Further develop links with other faiths by welcoming visitors into school to talk about their beliefs, customs and festivals.
- Build on the success of the recent Day of Light by looking at different religious themes

to explore as a whole school family such as colours, food and symbols.

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

A distinctively Christian family atmosphere permeates the school and all members of the community articulate this clearly, believing values such as forgiveness, respect, care and love impact greatly on pupils' excellent behaviour, achievement and enjoyment. With the new leadership team in place, key stage two pupils exceeded national expectations for the first time in 2015 and over 90% of key stage one children now achieve the required level. The school's rewards system clearly focuses on the core values. Learners have many opportunities to engage in high quality experiences that develop a personal spirituality. These include imaginative indoor and outdoor areas for reflection, regular visits to a wide variety of places of worship and regular prayer groups for children, parents and staff, The school's spirituality is underpinned by this use of prayer, very close links to the local church and excellent teaching in religious education. Pupils and staff are excited and confident to share their diverse faiths, cultures and views and this is reflected in informative and thought-provoking displays throughout the school as well as in lively and respectful discussion. Children are able to relate the school's values to the teachings of Jesus and to their own life at home and in school, referring to the acronym GROW - Give your best. Respect everyone and everything, Outstanding outcomes, Work hard, worship and wonder. One boy said, "We are never sad or worried in school because God is always with us." The school's equalities group, with representatives from different faiths and cultures as well as parents of children with particular needs, meets regularly to ensure that the whole community is heard, deciding what needs to be done and who is best to do it. They also help with translation of information as required. There are many opportunities for children to develop individual skills and talents and to this end the school employs specialist art and music teachers and arranges numerous trips and extra activities. A variety of charities are supported throughout the year. All these activities enrich the learning experience, build team work, provide opportunity to share, celebrate achievement and allow pupils to experience awe and wonder Parents describe pastoral care as excellent and an effective school counsellor helps with social and emotional problems. Church and school offer mutual support by advertising events, displaying work and sharing special services. Staff and governors value close relationships with leaders of other Christian organisations in the town.

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

An enthusiastic collective worship group, comprising of well-informed school leaders, church representatives and children, places great value on daily acts of worship that are meaningful, inclusive and often inspiring. This is seen as a special time in each day when all members of the school community gather together to praise God and hear his word. Themes, which are reinforced in good displays around the school, are based on the school's values for life and include Bible stories, the teachings of Jesus, Christian material and cultural links where appropriate. Worship clearly engages all learners and its impact is seen in all aspects of relationships and school life, to the extent that one member of staff became a committed Christian. The pattern for worship mirrors the local Anglican tradition and includes reflection, a greeting, story, hymns, prayers and closing response. All stakeholders value the need for prayer and reflection as part of their spiritual journey. Pupils happily recite the Lord's Prayer with actions and talk knowledgeably about God as father, son and spirit. Local clergy assist the school staff in planning, leading and monitoring worship. As witnessed on the day of inspection, children thoroughly enjoy visits from the Open-the-Book team, helping in the presentation and saying that that all school assemblies are fun, capture interest and have a clear message from the Bible. All members of staff actively involve children in the delivery of teacher-led assemblies saying that they celebrate gifts, promote talents and motivate all pupils to give of their best. Parents say that children often talk enthusiastically about worship in school and sing hymns at home. A regular Eucharist Service is celebrated in school, described by children as a

special celebration of the last supper Jesus had with his disciples. They speak knowledgeably about the symbolism in this service. Many Christian festivals and the end of year leaver-service are celebrated in All Saints Church. These services are partly led by children and attended by an increasing number of parents and regular congregation. Mock weddings and baptisms have also been held. Leaders attribute excellent behaviour and frequent charity support to good teaching in worship.

### **The effectiveness of religious education is outstanding**

Great importance is given to the effective teaching, assessment, monitoring and continual improvement of religious education. Lessons are inspirational and full of enjoyment, with all children focussed, actively-engaged and keen to learn. Children are continually encouraged to apply previous learning and knowledge. Challenging questions are used throughout, including key words such as “what if”, “explain”, “why” and “how”. Creative and interactive lessons, using a wide variety of techniques and stimuli, teach Christianity alongside other major world faiths, encouraging pupils to compare, contrast, respect and find common links and themes. This enquiry method employs an increasingly high level of skills. All teachers are fully committed to this approach and have ensured that it is embedded throughout the school. There is an impressive use of creativity to apply previous knowledge to pupils’ own reflections, questions and discussions. The use of whiteboard and video is used effectively to aid learning and understanding. Attainment is high, at least in line with national expectations, and the curriculum is wide and varied. Termly visits to different places of worship are greatly valued by staff, pupils and parents. Following these visits, children gain a religious education explorer badge by reporting back to their colleagues and sharing their experience of major world faith festivals, the most recent being Vaisakhi. A full-day of exploration for all pupils focussed on the use and symbolism of light in world religions. All newly appointed teachers receive diocesan training in religious education and every member of staff is expertly guided, supported and monitored by the subject leader who also helps formulate diocesan guidelines and leads county training sessions in religious education. Her expertise and enthusiasm have an immeasurable impact on teaching in the school. Alongside class teachers she scrutinises pupils’ books and carries out rigorous and effective monitoring with governors and the school leadership team. Findings are reported back to all staff and governors, both in written form and verbally.

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

All leaders, both in school and in the local churches, value, articulate and promote a shared Christian vision. They communicate their distinctiveness as a church school extremely well, recognising and understanding the impact of school values on learners and the whole school community. All rightly believe that this impacts on teaching standards, motivation, attainment, enjoyment and behaviour. Previous action points from SIAMS have been successfully addressed. The current school improvement plan results from rigorous evaluation by leaders. Governors ask challenging questions and this leads to internal monitoring which informs future development in line with a Christian vision for the wellbeing and development of every child as special to God. Governors use these findings to build on effective practice and strategies in order to raise standards. Issues relating to school ethos appear regularly on agendas for staff meetings, governors meetings and the parochial church council. Help and support is encouraged and appreciated at all levels. The school works well with parents, the local church, the diocese and local community to ensure mutual benefits, understanding, cooperation and support. These close links have secured access for pupils to the grounds of the new horseracing museum, the development and on-going care of the outside reflective area, visits to local residential homes for the elderly and an extended range of leaders taking part in collective worship. All members of the school team have access to the improvement plans and feel that their ideas are valued and considered. Staff and governors consult on performance and provide opportunities to undertake professional development. All new members of staff

receive pertinent training through the diocese. The school's counsellor liaises well with parents and outside agencies, ensuring that pastoral care and intervention is good. All members of the school community have regular opportunities to share their views and parents feel strongly that their opinions are valued and addressed. Interviews and induction processes emphasise the school's ethos and aspirations. Members of staff feel valued and their well-being is important to governors. The inspector's chat with parents, recent surveys and questionnaires all show very positive and well-deserved support for the school, its foundation and leadership.

SIAMS report June 2016. All Saints Primary School, Newmarket, Suffolk. CB8 8JE