

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

New Longton All Saints Voluntary Aided Church of England Primary School

Hugh Barn Lane, New Longton, Preston, Lancashire PR4 4XA

Current SIAMS inspection grade	Good
Diocese	Blackburn
Previous SIAMS inspection grade	Good
Local authority	Lancashire
Date of inspection	22 June 2017
Date of last inspection	November 2011
Type of school and unique reference number	119569
Headteacher	Wayne Bretherton
Inspector's name and number	Anne B. Woodcock 445

School context

All Saints is a voluntary aided school of average size. It serves the semi-rural community of New Longton, near Preston. The vast majority of the 209 pupils are of White British heritage. The percentage of pupils for whom the school receives additional funding for social disadvantage is much lower than the national average. The school supports a lower than average percentage of pupils with additional needs. The school has experienced a significant period of change due to staff and governor changes in the past two years. The headteacher has been in post since January 2017. Prior to that date, the deputy headteacher was the acting headteacher for two terms.

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

- Pupils' excellent behaviour and very positive attitudes to life and learning are founded on their understanding and consistent use of the school's nine core Christian values which include love, forgiveness, respect and trust.
- Outstanding collective worship contributes significantly to pupils' spiritual and personal development.
- The school's explicitly Christian character promotes positive relationships which nurture and support pupils, enabling all to flourish and achieve.

Areas to improve

- In order to expand the effectiveness of church school self-evaluation, engage parents regularly in sharing their views, particularly when related to the community and the school's Christian vision and values.
- Extend pupils' knowledge and understanding of diversity within faiths and cultures by providing first hand experiences through, for example, visits, visitors and links.

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

The school's nine core Christian values are very well-established and they are immediately apparent to the visitor. 'Our Christian values come from God through Jesus,' explained a member of the school council. 'They make me want to follow them to show Christian love and be kind to everyone.' Behaviour is excellent because pupils strive to use Christian forgiveness, trust and respect in their daily lives. Their attitudes are very positive because they know that they are valued and respected.

In keeping with its vision and values, the school focuses well on the individual and on the varying needs of its pupils, including those with special educational needs or disabilities. This means that the vast majority of pupils enjoy their varied learning experiences. Attendance is high. They are articulate and confident learners who strive to achieve the aspirational targets set for them. Pupils trust and respect their teachers who, they say, are fair and know their individual strengths so can help them to improve. As a result, all pupils flourish and achieve. This reflects the school's inclusive nature, which recognises each child as unique and expressly aims to develop their God-given talents. Pupils make good progress from their starting points, particularly in the early years, where progress is rapid. Standards of attainment are consistently above national expectations at the end of Key Stage 2.

Pupils' spiritual, moral, social and cultural (SMSC) development is good because it is well promoted across the curriculum. They are highly reflective learners who are confident that their opinions are respected. For example, a Year 6 pupil stated, 'If you have a different view on Jesus, you can express it freely because no-one judges you'. They benefit from frequent learning experiences which excite and challenge. Outdoor learning, visits and visitors contribute well to pupils' appreciation of the natural world and their responsibilities for its conservation. They express their ideas creatively through art, poetry and prayer. Displays and class reflection books demonstrate the good quality and range of the experiences provided together with the depth of pupils' personal responses. The wide range of extra-curricular clubs and activities provided support pupils' personal development and well-being very well. They grow in confidence and self-esteem.

Religious education (RE) makes a significant contribution to pupils' spiritual and cultural development and to the school's Christian character. Pupils have some knowledge and understanding of diversity and global issues such as terrorism. They know that Christianity is a multi-cultural faith, which contributes to their understanding of diversity.

The impact of collective worship on the school community is outstanding

Collective worship is a much valued and extremely vital part of the daily life of the school. 'Worship is a time for us to be together. Every day we find out something new about Jesus or our Christian values', explained a Year 5 pupil. Worship inspires and challenges staff and pupils, affirms belief and promotes understanding. Themes which are firmly based on gospel teaching, Christian values and festivals, always focus on a key question. Bible references become familiar because they are used and displayed across the school. As a result, pupils have a deep knowledge and understanding of the life and teaching of Jesus. For example, a Year 1 pupil reflected, 'Jesus' miracles show that he was special and powerful'. Pupils understand God as a leader, creator and loving father who always forgives. They have a remarkably well-developed understanding of the Christian concept of God as father, Son and Holy Spirit.

Worship is a joyful, aspirational and participatory experience. Pupils relish helping to deliver worship by acting out stories and reading. The extent to which pupils are involved in regularly planning and delivering worship has developed significantly since the previous denominational inspection. The 'Worship Warriors' pupil group plan, deliver and evaluate worship and find ways to ensure that themes are displayed and referred to across the school. For example, on the day of the inspection they were designing Christian values power points to be used in the hall at lunchtimes. All pupils help to deliver class-led worship held in school and in church at festival times. This enhances their engagement because they take responsibility for leading aspects of worship. Parents attend these, together with weekly celebration worship, valuing the opportunity to share in their children's work and worship. This supports the school's sense of community well.

Prayer is a prominent feature of worship. Pupils write and use their own prayers, many of which are kept in books around the school. Many willingly express prayers 'from the heart' during worship. They know the Lord's Prayer and traditional graces. Pupils are highly reflective and they appreciate the use of their outdoor prayer space and the classroom worship areas. The school's Anglican foundation is represented strongly through the use of traditional prayers and responses. Older pupils regularly experience the Eucharist because they attend a weekday service each month, worshipping alongside members of the church.

Collective worship is extremely well-led by an experienced and passionate leader who has ensured that issues for development from the previous denominational inspection have been fully addressed. Meticulous planning supports

teachers as they lead worship. Robust monitoring and evaluation ensures that feedback from pupils, staff and governors informs future planning and assesses the impact of worship on pupils' attitudes and beliefs. As a result, the impact of collective worship continues to evolve and inspire.

The effectiveness of the religious education is good

Pupils' attitudes are very positive because the vast majority thoroughly enjoy the creative approaches used in RE. 'Teachers make it as fun as possible to help us understand big questions,' explained a Year 6 pupil. 'We share our ideas and there are often no right or wrong answers.' Lessons are well-planned and delivered by teachers who are confident in their subject knowledge. Pupils develop a range of investigational and evaluation skills through creative, collaborative learning. All pupils make good progress because teachers support and challenge all learners. Standards of achievement are high, being in line with those achieved in other core subjects. They are often above national expectations.

The profile of RE is high. The curriculum is well-balanced so that pupils learn about and from religion in a way which supports their personal and spiritual development well. Assessment processes are effective. Class scrapbooks, reflection books, displays and pupils' workbooks all reflect the high quality of pupils' work. Marking helps pupils to improve and celebrates success. Pupils are engaged in some self and peer assessment. Tracking of pupil progress ensures that gaps in learning are identified and that appropriate challenge is in place. Governors and senior leaders monitor and evaluate RE effectively. Feedback supports continued improvement.

Pupils' knowledge of Christianity is good. They have a good knowledge of Old Testament stories. They make effective links between Jesus' teaching and their own actions. For example, a Year 4 pupil explained that they raise money for charities like Children in Need and Cancer Research because they want to help people and show them hope and love as Jesus would want them to do. Through the study of Islam, Judaism and Hinduism, pupils learn to appreciate similarities and differences. However, their knowledge of key facts such as holy books, prayer and festivals, is not secure. Although some pupils have visited a mosque or talked to someone who has made a pilgrimage to Mecca, they have limited regular first-hand experiences visiting places of worship or meeting people of faith. As a result, opportunities to consolidate their knowledge and improve their understanding are missed.

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

All members of the school community recognise that Christian teaching guides the life of the school. As a result, all aspects of church school provision are driven by its distinctly Christian mission. The changes in leadership over the past year have been managed effectively. The staff team is strong and united in the desire to provide the very best for all those in their care. This is much appreciated by parents who recognise that changes, such as the introduction of a parent forum and timing of the Friday celebration worship, makes it possible for them to be more fully engaged in the life of the school.

Governors and leaders have ensured that throughout unsettling times due to continued staff changes, the needs of the pupils have been paramount. As a result, overall standards have been maintained and the school's distinctive Christian character has continued to be developed. Issues for development from the previous denominational inspection have been addressed and the impact of changes continue to be monitored. Governors have secured strong leadership for collective worship and RE. They support and resource both effectively and both meet statutory requirements. Governors ensure that the needs of all pupils are met through the effective use of human and financial resources.

Accurate self-evaluation processes are in place and they ensure that church school issues are identified and prioritised within whole school improvement planning. However, they do not involve parents in a manner which makes them feel valued. As a result, they do not feel that their opinions are heard or that they can influence and support the school's Christian character, particularly with reference to the admissions policy and vision statement review. This is acknowledged by governors and leaders. They are determined to resolve the issue to the mutual benefit of the school and community, so that it is well placed to become an outstanding, highly effective church school. Partnership with the diocese supports church school improvement and leadership effectively. This in turn supports strategic and succession planning, ensuring that future church school leadership is secure. Church links continue to evolve to support the spiritual growth of the school. The school works hard within the local community, supporting charitable events such as Race for Life. . However, national and international links are not in place. This means that pupils' knowledge and understanding of wider world issues and diversity is limited.