



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hessle All Saints' Church of England Voluntary Controlled Infant School

Northholme Road
Hessle
HU13 9JD

Diocese: York

Local authority: East Riding of Yorkshire

Date of inspection: 17 October 2014

Date of last inspection: March 2010

School's unique reference number: 117979

Headteacher: Karen Wood

Inspector's name and number: Judy Jones 797

School context

The school has 358 children and is much larger than the average infant school. It and the on-site Nursery serve the small town of Hessle on the outskirts of Hull. Almost all children are of White British heritage and the proportion of children eligible for pupil premium is below average, as is the proportion of children with special educational needs. The headteacher is new since the previous inspection and is currently also executive headteacher of the neighbouring junior school. The local parish church is close by.

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

- Outstanding leadership focused on the school's distinctive Christian character is leading to significant improvement in all aspects of the school's work.
- The high profile given to religious education (RE) and worship contributes strongly to the school's distinctiveness as a church school.
- The strong Christian ethos enables children to make good progress in their work and personal development.
- Links with the local church are very strong and enrich many aspects of school life.

Areas to improve

- Give children more opportunities to gain greater direct knowledge of other faiths and cultures.
- Extend children's participation in worship to younger children and to whole school worship so that all children can contribute and share the experience as fully as possible.

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

Christian values are the cornerstone of all that the school does. Displays throughout the

school make the values and the links with the church explicit and children refer to both in their activities. They are clear about what being in a church school means. Even the very young children can say it is 'about God and going to church', and the older ones describe church services, worship and visits from clergy enthusiastically. The school's core values of responsibility, respect, friendship and forgiveness are reinforced constantly through conversation and actions by adults and children in lessons and at other times. As a result the atmosphere in school is calm and purposeful, enabling children to develop good relationships and succeed in their work. Academic standards have risen steadily over the last four years and are now good and children with special needs of any kind thrive and make good progress. Attendance too has improved and is average. Behaviour in lessons and at other times is good. Children develop well spiritually, partly because of the strong Christian ethos, and partly because aspects of spirituality are deliberately built into all areas of the curriculum. The impact of this starts in the Nursery where children learn about the lighted candle as a symbol for God's presence and are encouraged to reflect on the school's values. Religious education (RE) is an important subject for all children and they talk with enthusiasm about their favourite Bible stories. They are encouraged to think about the way the stories affect their own lives, for instance by writing versions of The Good Samaritan set in their own school. Parents comment on the way their children continue to talk at home about such issues as the role of the serpent in the story of Adam and Eve. Children's understanding of different cultures and faiths is fostered through a study of Hinduism and through fundraising for national and international charities. At present there is little opportunity for children to meet or talk to people of other faiths. The headteacher and senior colleagues are aware of the need to extend children's knowledge through more direct communication with people of other faiths and have included this in planning for future development.

The impact of collective worship on the school community is good

Collective worship is a central part of school life. Children enjoy worship and join in enthusiastically with prayers and singing. Worship is often led by the local vicar and children look forward to these visits, and to their own visits to the local church. Festivals such as Christmas and Harvest are celebrated in church. Parents are invited and it is usually 'standing room only'. There is consistency across all forms of worship because whole school, class and year worship all follow the pattern of 'gathering, engaging, responding and sending'. Christian symbols on the worship table in school are a good introduction to the idea of the Trinity. God is represented by a Bible, Jesus Christ by a cross, and the Holy Spirit by a candle. Children recognise these and explain that 'when the candle is lit it means God is here with us'. Children are encouraged to see prayer as important and to write their own prayers. The impact of worship is evaluated rigorously; asking the opinions of teachers, parents, governors and other adults, and the children themselves. Children's responses are mature and thoughtful, especially when they have been involved in leading the worship. For example: 'at first I felt nervous but when I showed my responsibility I was excited. I thought our core values are really important'. At present opportunities to lead worship are limited to Year 2 and class assemblies. The leadership team is looking at ways to extend participation to all children to enable all to take a more active part in worship.

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

Rigorous evaluation lies at the heart of the school's highly effective leadership. Consequently the headteacher and her senior team know the school's strengths and weaknesses very well. This ensures that planning, both for raising standards and for establishing the school's vision as a church school, is excellent and has led to significant improvements since the previous inspection. Children follow the lead of senior teachers and other adults in upholding Christian values, by treating each other with respect and kindness, particularly at playtime and lunchtime. Focus areas for development have been dealt with systematically and effectively. Children's

wellbeing is enhanced through the close links with the parish and the wider community. Children enter the school from the Nursery and to move on to the junior school with ease because they are within the umbrella of the parish at all stages. The school holds a special place in the community and children enjoy singing for residents at charity carol concerts and public events such as switching on Christmas lights. Training needs for staff are identified accurately and the school makes excellent use of advice and training from the diocese. As a result leaders are very well informed about initiatives in RE and worship and apply these effectively. Parents and carers all share a feeling of working towards the same goals for the good of all the children because the headteacher consults them and encourages them to be involved in the daily life of the school, helping with reading and attending worship. Innovations, such as having class worship led by Year 2 children, are monitored closely by senior staff, governors and children and their conclusions used to plan the next stage of development. Arrangements for worship and RE meet statutory requirements. Worship and RE have high status and are integral to the life of the school partly because the RE leading teacher is one of the senior teachers. Governors are very effective at helping steer the school because they have a clear understanding of the school's strengths, and have helped to define its vision for the future and areas for development. Many are frequent visitors to the school. They play a key role in monitoring the quality of teaching and progress of children, as well as seeking the views of children on a wide range of topics including worship.

SIAMS report October 2014 All Saints' CE VC Infants' School, Hessle HU13 9JD