

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Controlled Primary Academy

Address	Wretton Road, Stoke Ferry, King's Lynn, Norfolk, PE33 9QJ		
Date of inspection	21 March 2019	Status of school	Academy inspected as VC Diocese of Ely Multi Academy Trust
Diocese	Ely	URN	141464

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Excellent

School context

All Saints is a primary academy with 103 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. The school joined the Diocese of Ely Multi Academy Trust in 2014 with its partner school and is led by an executive headteacher. There is considerable turnover of pupils for reasons outside of the school.

The school's Christian vision

Loving All Our Neighbours

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to love life in all its fullness. We love our neighbours – in our school, the local community, nationally and globally, as Jesus told us to do.

Key findings

- The Christian vision drives the school's work. This is clearly understood by all. Leaders explain the biblical underpinning of the vision and, through their understanding, it is lived out impacting positively on all.
- Relationships are a strength, due to the unrelenting focus of leaders on the vision, resulting in a welcoming and inclusive environment.
- Regular monitoring and evaluation of religious education (RE) and collective worship (CW) has led to improvements. Governor monitoring is in its early stages.
- As a result of active participation, collective worship (CW) contributes significantly to pupils' spiritual development.
- Pupils demonstrate good knowledge of Christianity because of their RE lessons which allow them to reflect on the nature of faith and on their own beliefs.

Areas for development

- Develop the confidence of all staff in using the new RE assessment system to allow the excellent work to be recognised and celebrated.
- Focus governor monitoring on the effectiveness of the vision so that its impact on the whole community can be assessed.
- Ensure the community is well informed about the work of the school around diversity and global issues so that pupils develop their work as courageous advocates and become recognised as agents of change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders have successfully promoted the Christian vision which is seamlessly woven into all aspects of school life, for example, the induction policy. This is particularly important given the mobility of the school population, as newcomers are embraced into the family, demonstrating the school vision in action. Allowing pupils to settle quickly into school life enables them to flourish both socially and academically. The higher than average number of pupils who have special educational needs or disabilities (SEND) are supported and making progress. Disadvantaged pupils make at least the same progress as their peers at this inclusive school. Pupils have a real sense of belonging which they passionately attribute to the school vision. 'I love this school because everyone takes care of you.' Staff provide excellent role models for pupils. As a result, everyone is clear about the impact of the underlying Christian vision on their lives. 'Now I can ride a horse with confidence because I had the courage to have a go.' Parents report how the Christian vision impacts on life at home, giving many examples of pupils commenting on the behaviour of others in terms of Christian values.

Although part of a wider group through the Diocese of Ely Multi Academy Trust (DEMAT), All Saints has maintained its individuality as a Church school. It has benefitted from a partnership with another school, taking advantage of skills and expertise available to strengthen its uniqueness for the benefit of all. This is particularly evident in the work carried out by the RE leader. Governors are shared with the partner school and are beginning to take a more active role following the appointment of a new chair. They receive detailed reports about church school distinctiveness, but their monitoring role is not sufficiently well-developed to provide strong challenge.

Leaders have addressed the recommendations from the previous denominational inspection and the impact of the changes can be seen in the central role of collective worship. Rooted in biblical teaching, it is well planned by the RE leader and the school worship group. All pupils have regular opportunities to take part and lead worship: this has enabled pupils to flourish. 'I was scared about reading aloud in class, but I did it in worship.' Pupils have a clear understanding of Anglican traditions, appreciate that Christians worship in different ways and display good knowledge of what the Trinity and Eucharist represent. Visitors contribute to worship, bringing different styles. Pupils are clear about the centrality of the Bible, know many stories it contains and the messages they convey, which impact on their own attitudes and decisions. Pupils recognise the part worship plays in spiritual development. Those who make up the worship group talk enthusiastically about how they plan, monitor and evaluate, pointing to the impact they have had on classroom reflection areas. The ability to make a difference has a powerful impact on pupils' self-esteem. Prayer is evident in worship, around the school and in the attractive reflective garden which the pupils have designed to support their spiritual reflection. Adorned with prayers written by the pupils' clay remembrance poppies and inspirational quotes, the reflection garden is well used by pupils as somewhere to go when 'I just want to take a bit of time out and have a quiet think.'

Statutory obligations for RE and CW are met and RE teaching is in line with the Church of England Statement of Entitlement. Introduction of the 'Understanding Christianity' resource has galvanised staff. Training has been used to improve the teaching in RE and its effectiveness can be seen in the standard of pupils' work. Staff say it has enabled them to enjoy their teaching more and their increasing confidence is showing in the work of the pupils. Pupils produce work of at least equal standard in RE as they do in other areas of the curriculum. Cross curricular links are evident in work undertaken, for example, looking at St Edmund in a recent topic about invaders and settlers. Pupils question, debate and discuss with confidence. Particularly impressive is the way they talk about RE, confirming that discussions in the enquiry-led lessons allow them to consider varying points of view, whether they have a personal faith or not. Pupils feel safe to tackle 'big questions' and say they are able to develop their own ideas and make personal responses because of the atmosphere of love and respect for one another within the school. Assessment in RE is a recent innovation and is not yet sufficiently embedded to assess work at greater depth.

The priority given to well-being of all is demonstrated by the provision of a school chaplain, well-being leader and mental health champion. Relationships between home and school are strong and are enabling all to flourish. Parents particularly enjoy the opportunities offered to attend worship and to support the progress of their children through learning cafes and forums. Pupils talk about the importance of good behaviour and link this to the school vision, as do parents. Behaviour is good. Where there are transgressions, pupils are treated with compassion, dignity and respect. The school's approach is rooted in forgiveness and reconciliation.

There is little diversity within the school population. Pupils learn about different cultures through their curriculum work and talk knowledgeably about the importance of respect, linking this to the school vision. The imperative to love our neighbours is expressed in a variety of ways and the vision is a driving force in charitable enterprises. Pupils support a Church-led lunch club, for example demonstrating their coding skills to club members who in return share skills such as playing whist with the pupils. The reciprocal nature of these sessions sends a powerful Christian message into the community. However, the significance of how this embodies the school's Christian vision in action is not clearly communicated. Pupils gain further practical understanding of service, compassion, tolerance and justice through initiatives such as toilet twinning with Malawi. In addition, there is a sense of being part of a wider Christian community through embracing the Bishop's Lent challenge. Educational visits support pupils' understanding of their place in society, for example the school parliament saw British values in action when they visited the Houses of Parliament to watch a debate.

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