

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>All Saints Church of England Voluntary Controlled Primary School</b>			
Address	Giles Lane, Bishop's Caundle, Sherborne, Dorset, DT9 5NQ		
Date of inspection	15 January 2020	Status of school	Voluntary controlled primary
Diocese	Salisbury	URN	113772

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

### School context

All Saints is a primary school with 97 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The number of pupils on roll has increased significantly since the last inspection. The current headteacher took up post in September 2019.

### The school's Christian vision

Nurturing hearts; inspiring minds  
'Let your light shine'  
Matthew 5:16

### Key findings

- The vision of the school is well-embedded and understood by all members of the school community. Its theological underpinning has been established recently and, as such, is not yet fully ingrained.
- Leaders are taking effective action, shaped by the vision, to address standards of academic attainment and progress. Pupils with special educational needs and/or disabilities are well supported.
- The vision is readily and practically extended beyond the school and into the community resulting in continually strengthening partnerships.
- Collective worship provides structured opportunities for spiritual development. Pupils are not able to articulate the difference worship makes to their lives.
- Religious education (RE) is well-led. Structured systems for assessment inform teaching and learning. Pupils' depth of knowledge and understanding of world faiths is not sufficiently deep.

### Areas for development

- Embed the theological foundations of the vision to ensure that all recognise it as distinctively Christian.
- Support pupils in articulating the difference worship makes to their lives and how it motivates them to take action.
- Deepen pupils' knowledge and understanding of world faiths to enable them to flourish in RE, reflecting the vision.

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**

The well-established vision of All Saints School is known and understood by all members of the school community. This is largely due to the annual opportunity to review and discuss the vision to which all members of the school family are welcome. Pupils articulate confidently how the vision permeates all aspects of school life. More recently, leaders have honed its theological foundations to ensure that the vision is distinctively Christian. Understanding of this is not yet shared by all. The lengthy list of associated values and their meanings are not well-known by pupils. They do, however, have a deep insight into the school's current focus value. The dedicated headteacher, well supported by the deputy, has clear plans of next steps for the school. The leadership team work closely with a passionate governing body who have systems for ensuring that the school's Christian distinctiveness is routinely monitored. School leaders clearly articulate improvements that have been brought about as a result of this. School staff are provided with a good level of support and they feel highly valued. Professional development for all staff is prioritised by school leaders. The school engages actively with the diocese through making effective use of the partnership agreement, including through attendance at diocesan training courses.

This is an outward-looking school. Key strengths are the ever-strengthening partnerships within the community, forged and developed in close collaboration with the church. For example, all members of the community are invited to 'Saturday Live@Five', a family act of worship, held monthly in school. Pupils join in with carol singing with residents of a neighbouring village, bringing joy to many in the community. Committed governors take an active role in this work and have been instrumental in setting up a regular community coffee morning. Subsequently, the school is well-thought of in the locality.

All Saints is a wholly inclusive school. All pupils are warmly welcomed to the school, many partway through their school career. Providing the nurture they need to enjoy success is key for school staff. As one staff member said, 'until their hearts are nurtured, they are not ready to learn'. Pupils feel safe in their environment and confident to share their thoughts and ideas. Leaders have put effective measures in place in order to raise the standards of academic attainment and progress and this work is driven by the vision. Pupils with special education needs and/or disabilities are well-supported. Evidence of pupils' learning shows that they achieve well in RE. Most enjoy lessons and take pride in their work. However, pupils do not have a sufficiently deep knowledge and understanding of world faiths they have studied. As a result, they are not able to articulate their learning. RE is well-led. A frequently updated action plan illustrates how the subject leader is continually shaping improvements in the subject. There are robust systems for assessing and tracking progress in RE which informs future planning and teaching. The definition of spirituality, centring around awe, wonder and harmony, is shared by all staff. Frequent structured opportunities for reflection and exploration of big questions during collective worship and lessons promotes pupils' spiritual growth. Pupils are encouraged to share their own personal spiritual experiences, which are collated and recorded in class books, showing the value given to this aspect of their development.

Pupils are committed to various charity projects and are able to articulate how this links to the vision. They have opportunities to watch and discuss local and global news each week as part of their spiritual development. This gives them an insight into those around the world who are in need or facing deprivation. As one Year 4 pupil said, 'some people don't have what we have so we have to help nurture their hearts'. The school council, who are active in the life of the school, lead this work.

Maintaining mutually supportive relationships between all members of the community is key at this school. Staff are grateful for support received professionally and personally and parents describe the 'strong inclusive feel' where 'everyone is welcomed'. Parents are positive about the experiences and care pupils receive. They talk warmly of the nurture provided. All members of the school community report a strong sense of 'family' and this is clearly attributed to the vision. Behaviour is good and this is linked to the 'family' nature of the school. Older pupils model positive behaviour and gently remind others to make good choices if required. A governor and a member of staff lead on mental health awareness demonstrating the priority school leaders place on this area. Emotional support is in place for pupils who require it, giving them the best opportunity to flourish.

Acts of daily worship are carefully planned and reflect the vision and associated focus value for the school. Most pupils enjoy worship and all sing with great exuberance. Collective worship provides opportunities for teaching, stillness and reflection about the school vision and the current focus value. This enhances pupils' and adults' depth of understanding. Pupils are not yet able to articulate how worship makes a difference to them or how it inspires them. The 'worship group', elected by their peers, consider their responsibilities for collective worship a privilege.

They are active in planning, leading and, at times, evaluating worship. Pupils have a good understanding of God in three persons and many are able to articulate this with clarity. Pupils' respectfully engage in times of prayer in collective worship. Prayers, written by pupils in their own time and hung on the 'prayer tree', are shared. Pupils have a good understanding of the purpose of prayer and some talk of using it in their personal lives. Pupils enjoy a variety of visitors regularly welcomed to lead collective worship. They particularly relish worship led by the 'open the book' team and are able to recall some Bible stories they have taught.

Statutory requirements for RE and collective worship are met.

Headteacher	Nigel Roberts
Inspector's name and number	Anna Willcox 915