

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Aided Primary School & Nursery

Address Parsonage Lane, Bishop's Stortford, Hertfordshire, CM23 5BE

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

Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision

Nurture, Resilience and Achievement for all!

Surrounded by God's love, we aim to achieve a Nurturing environment, building Resilient learners who Achieve excellence, helping children develop a firm foundation for their future life.

In our school, everyone is respected and valued, so they can fully participate and do their best.
 'I have come that you might have life - life in all its fullness' John 10.10.

Key findings

- Parents, staff and governors clearly articulate their shared vision. They believe that all can achieve their best through the strong culture of nurture and resilience permeating every aspect of school life. Powerful examples of the impact this has on the lives of the whole community were seen throughout the inspection.
- Many opportunities for reflection, questioning and diverse rich experiences at All Saints enable pupils to develop spiritually. Leaders are aware of the need to further enhance this provision by agreeing a clear and secure shared understanding of spirituality.
- The school parliament is highly valued by pupils and members have been driving forward key initiatives. This illustrates how All Saints has maintained a strong sense of community despite the constraints imposed by the recent pandemic.
- Collective worship has a central place in the school community. Both adults and pupils talk about its importance for them. Following the lifting of COVID restrictions regarding whole school gatherings, pupils are keen to be actively involved in planning, monitoring and evaluating worship.
- Religious education (RE) is planned and taught well at All Saints. Pupils are keen to discuss their beliefs and those of others. The RE leader is now considering how their comprehensive assessment and tracking system may be shared more widely.

Areas for development

- Agree a clear and secure understanding of, and approach to, spiritual development that is distinguishable from social, moral and cultural aspects.
- Ensure that pupils are actively engaged in the planning, monitoring and evaluation of collective worship, often taking a consultative role.
- Share the good practice in RE assessment with other schools, locally and regionally. This will enable All Saints to have a wider impact on improving provision in other church schools.

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

A strong and tangible culture of nurture for all permeates every aspect of life at All Saints. Several years ago governors spent considerable time refining the wording of the school's vision which drives this. They are very clear about the vision's biblical underpinning of 'life in all its fullness' from John 10:10. When the current headteacher was appointed in 2019 he further developed the focus on nurture enabling resilience, leading to everyone achieving their very best. Both adults and pupils talk eloquently about this being a lived reality at All Saints. The four main values of love, kindness, resilience and understanding which underpin the vision are known and understood by all. These are explored more deeply through twelve additional values which are skilfully woven into collective worship over a two-year cycle.

The huge challenges during the recent pandemic tested the vision and values of the school. Staff talk about flourishing 'as much as possible given the difficult times they have been (and are) going through'. All staff go the extra mile and this is attributed to the deeply embedded vision and its associated values. The headteacher continued to hold the community together through inspirational collective worship provided remotely during lockdown. Parents felt extremely well supported during this time with staff being mindful of the needs of individual families. They state that this has been consistent at All Saints over the years, not just during recent challenging times. The school has a robust system to identify pupils with additional needs at an early stage so that bespoke support is put in place and no-one falls behind. One powerful example given is of a pupil with special educational needs receiving exemplary support. Also, their more able sibling receiving excellent support through enrichment maths lessons at the local secondary school during their time at All Saints.

This strong focus on each pupil being treated as a unique individual is seen in all aspects of school life. They speak powerfully about 'zones of regulation' helping them to express how they are feeling, enabling them to be more ready to learn. A carefully thought out PSHE curriculum provides opportunities for them to understand their rights and responsibilities. The school parliament is well-established and pupils are proud to be elected members by their peers. They have established a Lego club, a reading club and led a campaign to stop plastic straws being provided with school milk. Many participated in a recent project to plant trees in a local park. Their concern for the planet, directly inspired by the school's Christian vision, has made them want to take further action. However, they decided not to join national protests and miss days off school. Instead, they wrote challenging notices and placed these around the building, thereby making a difference more locally. Pupils are very confident to express their own views and concerns, stating forcefully: 'there are no right or wrong answers'. They also believe that: 'everybody at All Saints gets a say'.

Staff are keen to provide pupils with a diverse range of books. They are intentional about planning opportunities for pupils to encounter other aspects of diversity. One parent was thrilled when her daughter came home stating: 'I never knew people who look like me can be anything they want to be.' Leaders respond to rare incidents of discrimination by inviting parents to suggest ways forward, leading to mutual understanding and improved practice. Going above and

beyond in this way shows the vision in action, where all are nurtured, develop resilience and therefore achieve. Opportunities to develop spiritually are seen throughout the school and pupils speak eloquently of their deepest thoughts. However, leaders would like to develop a clearer understanding of spirituality which is distinguishable from social, moral and cultural development.

Parents, staff and pupils believe that any poor behaviour is dealt with calmly, fairly and effectively. Pupils feel safe in school and know who to speak to if they have any concerns. They are keen for the ‘Peace Police’ to be re-instated at playtimes as they really appreciated how effective this form of peer mediation was before the pandemic. Good mental health and wellbeing is a priority. All are encouraged to take part in mindfulness and yoga activities. A counsellor is available to speak with both pupils and adults in the school community. Inspirational visitors come into school such as the BMX rider who overcame many setbacks before he achieved success. Pupils were highly motivated by his example.

Collective worship is highly valued by staff and pupils as a time to refresh their understanding of the values and an opportunity for reflection. They are very clear that worship is invitational and that no one is made to feel uncomfortable. The headteacher plans carefully with a detailed overview ensuring all values are covered over a two year cycle. Each week one day has a specific focus on thinking which gives the opportunity for everyone to reflect more deeply on issues. However, since the pandemic pupils have not been actively involved in planning, monitoring and evaluation. This is an area the headteacher has identified which he is keen to reinstate and develop further.

RE is also well planned and pupils speak positively about what they have learned. They ask insightful questions and are keen to find out about Christianity and a range of worldviews. Key Stage 1 pupils were highly engaged in making Easter gardens as part of a forest school session on the inspection day. They explained clearly how they had created crosses made of sticks, helping them to explore the symbolic meaning of the cross to Christians. They also showed how another part of their garden was like the tomb which Christians believe Jesus came out of on Easter Day. The RE leader has been developing a comprehensive assessment and tracking system for RE. He is considering sharing this with other leaders locally and regionally in order to have a real impact on improving the quality of RE in other schools.

All Saints lives out its vision to nurture and develop resilience so that all achieve in a truly authentic way. The headteacher and the whole school community are passionate about everyone being able to flourish despite such challenging times. They continually reflect on what they can do as they progress on their journey and enable this inspirational vision to be an ongoing reality.

	The effectiveness of RE is	Good
<p>The carefully planned RE curriculum is well taught at All Saints and pupils are gaining a good understanding of Christianity and a range of worldviews. They speak confidently about their opinions and the importance of knowing what other people believe, while questioning their own beliefs. Pupils, including those deemed to be disadvantaged, make good progress through the rich and engaging curriculum provided.</p>		

Contextual information about the school

Date of inspection	1 April 2022	URN	117472
Date of previous inspection	24 April 2015		
School status	Voluntary aided primary school	NOR	224
Name of MAT/Federation	n/a		
Diocese	St Albans		
Headteacher	Philip Asher		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		

	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.	
Additional significant information	Most pupils are of White British ethnic heritage. The proportion of pupils who speak English as an additional language is around the National Average.	
Inspector's name	Marion Standing	No. 971