



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### All Saints Church of England Voluntary Aided Primary School

Mill Road, Winfarthing  
Diss, Norfolk  
IP22 2DZ

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Good**

**Diocese: Norwich**

Local authority: Norfolk

Dates of inspection: 26 January 2016

Date of last inspection: 2 February 2011

School's unique reference number: 121128

Headteacher: Louise Norgate

Inspector's name and number: Marion Betts 220

#### School context

All Saints is a small school of 83 pupils aged 4 to 11 years, with the majority of pupils taught in mixed age classes. The school serves the villages of Winfarthing and Shelfanger. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs or learning difficulties is above the national average. The church is near the school. The school federated with another church school in November 2012 and two years later included a third under a shared executive headteacher and governing body.

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

- Christian values are known well and understood by all pupils who strive to live by them and these have an affirmative effect on their behaviour, attitudes and social interactions.
- There is a strong emphasis placed on the care of pupils and adults which ensures all feel well supported and valued as members within this Christian community.
- The leadership of the headteacher, deputy and governors is effective in promoting the Christian vision of the school which ensures its distinctiveness is the basis of the school's policies and practices.
- Religious Education (RE) is effectively planned with enquiry based learning which motivates pupils and develops their communicating and debating skills.

#### Areas to improve

- Embed the developing RE assessment procedures using the enhanced key performance indicators so that the progress of all pupils can be more clearly tracked.
- Involve pupils more in planning and leading collective worship by providing opportunities for small groups to present worship to their class using their own ideas and so taking more ownership of this important activity.

- Enhance the status of the school's Christian distinctiveness within the school website so that the high profile this is given within school life is more clearly reflected and communicated through this medium.

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

The school's expectations for all are built around the Christian values which are taught in collective worship and often linked to bible stories. These values are well known and understood by the pupils who strive to demonstrate these in their relationships with each other. The current value of wisdom is encouraging the pupils to consider more deeply their choices and the decisions they make. Pupils gave the example of Zacchaeus who after meeting Jesus made wiser choices. Younger children have linked "wisdom" with Road Safety and so understand the correct choices they should make. Previously learnt value words are embedded within everyday school language exemplified by pupils often using the words generosity and perseverance to describe their attitudes to others and to their work. Staff highlight Christian values when applicable to pupils' learning or behaviour and mention the value of forgiveness during behaviour management. Pupils appreciate that their problems are listened to and that staff take action if necessary. Through the federation newsletter parents are encouraged to discuss the current value with their child, for example by finding book characters who display this quality. The school is characterised by the caring of each other, by praise used effectively and by a positive sense of well-being. These too demonstrate to adults and pupils the school's Christian context. The older pupils take seriously their responsibility to support the younger children which is demonstrated at playtimes and when they walk together to church, explaining to them what to expect during the service. Pupils' spiritual awareness is enhanced well through the collective worship's quiet time when pupils reflect on the teaching given and how they could apply it to their own lives and actions. These factors all demonstrate that the Christian values promoted in the school support pupils' spiritual, moral and social development well. They also impact on pupils' academic achievements. All pupils make at least good progress and during the last 3 years a significant proportion have achieved higher than expected. Disadvantaged pupils also achieve well because they are given appropriate academic and pastoral support. Pupils are interested in learning about other faiths and cultures and use imaginative resources to prompt their investigations. Pupils are developing a growing awareness of Christianity as a world-wide faith and enjoyed learning about how other countries celebrate Christmas. They used this research in their Christmas presentation.

**The impact of collective worship on the school community is good**

Collective worship (CW) impacts well on pupils and is the main way in which the school derives and understands the value system that underpins school life. Pupils and adults regard CW as an important part of each day and appreciate this time that the whole school is together as a community. Bible stories are used for illustrating the Christian origin of the values along with other stories which highlight a similar message. Pupils are involved in evaluating CW and suggested both that reflection would be more useful if a little longer and that a greater variety of hymns are used. Both these suggestions are now taking place. Pupils' enthusiastic singing enhances worship. All worship has a set pattern of liturgical words and symbols with a hymn linked to the theme. Each month CW takes place in church with a set liturgy which clearly defines the Christian concepts of the three persons of the trinity in age appropriate language. Through this pupils are gaining a good understanding of Anglican traditions and practices. CW is well planned and themes are devised around the Christian values and the Church's year. Experienced teachers lead worship and so provides a range of styles of delivery. Pupils are attentive in CW and respectful during the reflection time. Pupils lead class worship once a term and are involved daily in the organisation of the music, reading the prayer and the setting up of the focus table. They are not regularly involved in worship planning and would appreciate the opportunity to plan in small groups their own acts of worship using their own ideas. Pupils are given opportunities to develop their personal spirituality through the CW reflection time and through composing their own prayers that are occasionally used during worship. Pupils know the Lord's Prayer and are studying what each

part could mean to them. CW is monitored well by the foundation governors, headteacher and pupils. These evaluations lead to shaping future planning and improvement.

### **The effectiveness of the religious education is good**

Religious education (RE) is regarded within the school as an important core subject. This is demonstrated by the budget allocated to it; by its focus in the School Improvement Plan; by the displays of RE work around the school, and by the organisation of special RE days such as the recent "Experience Harvest" day. The school achieved the bronze RE Quality Mark last year. RE teaching is overall good and teachers occasionally plan creative tasks to consolidate learning. Pupils particularly enjoy when these are linked to practical activities such as literacy, art, craft and drama. RE promotes an enquiry approach to learning and pupils appreciate the opportunities which allow them to express their own ideas and views. This was demonstrated when in groups pupils were asked to link pictures with special services. This promoted much discussion especially concerning the role of the Holy Spirit within some or all of these services. RE therefore enhances pupils' debating skills and their growing confidence to interact verbally with each other and express clearly their opinions. These skills transfer to other subjects and in these ways RE contributes well to the Christian character of the school and to the pupils' spiritual, moral and social development. The progress of pupils in RE is in line or above national expectations for all pupils including disadvantaged pupils and compares favourably with other core subjects. RE is planned well by the RE lead teacher and is taught for the approved amount of time and Christianity weighting. Assessment procedures have been developed within the federation to include smaller steps of success for pupils. RE is monitored by the headteacher and RE lead and reported and discussed within the governing body. This leads to actions within the whole school improvement plan.

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

The executive headteacher, in partnership with the governors and deputy, articulates a clear Christian vision for the school which is explicitly communicated to pupils and staff and promotes pupils' achievements in both academic and personal aspects of their lives. The school website does not however adequately reflect this vibrant vision. All staff are fully supportive of this vision and feel valued by the praise they receive from the leadership and by their access to the pastoral role of the incumbent. Governors undertake regular monitoring, suggesting improvements which become part of the federation action plans. Senior staff have begun monitoring the impact of spiritual, moral, social and cultural provision on pupils and made suggestions for improvement, for example planning for spiritual development provision within topic work. Governors planned strategically to federate only with other church schools, so facilitating staff to support each other working within the same Christian vision, policies and practices to the mutual benefit of all. Succession planning takes place twice a year and resources are provided if necessary. The foundation governors, RE lead and headteacher have all undertaken diocesan training for their roles and ensure RE & CW meet the statutory requirements. The school has made good progress with the development issues from the last church school inspection. All staff have undertaken safeguarding training. They create a culture of vigilance where concerns receive action. The school leadership seeks the views of parents regularly but does not include focused questions on the religious aspects of the school. Parents feel highly appreciative of their welcome to contribute to school life; of the approachability of the staff; and of the prompt help they receive with any difficulties. The school has a firm association with the churches in both villages and the incumbent visits regularly. These links, as well as through the school's regular communication with each parochial church council (PCC) are well understood by stakeholders as a high priority distinctive feature. The school has good links with the diocese and were appreciative of diocesan support and advice during the inclusion of a third church school within the federation.

SIAMS report January 2016 All Saints C of E VA Primary School. IP22 2DZ

