

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School, Winfarthing	
Address	Mill Road, Winfarthing, Diss, IP22 2DZ
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)	Requires Improvement

School's vision
<p>'Shine as lights in the world.' - Philippians 2: 15</p> <p>God values everyone within our community. The values of respect, kindness and encouragement are at the heart of all we do; seeking to help others to know the radiance of goodness and light; and aiming to unlock everyone's potential so that they can shine as lights in our wonderful world.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision, recently renewed by dedicated leadership, is having a positive impact on all aspects of school life. However, systems for monitoring and evaluating the vision are not yet in place. • Positive, trusting relationships exist in this supportive and encouraging school community where all are treated with dignity and respect. • The creative curriculum meets the needs of pupils, enabling them to flourish both academically and spiritually. They learn about injustice in the world but are not yet acting as courageous advocates for change. • Inclusive and invitational collective worship is valued as a special moment in the day. It inspires high quality reflection. • Improvements in the religious education (RE) curriculum are beginning to have an impact. Pupils explore a range of religions and worldviews and enjoy thinking philosophically. However, systems that enable teachers to know how well pupils learn are in their infancy.
Areas for development
<ul style="list-style-type: none"> • Introduce a rigorous and systematic approach to evaluating the Christian vision. This is in order to monitor impact more effectively and secure sustained improvement as a Church school. • Encourage pupils to become active global citizens who aspire to make a positive difference in the world through engagement with social action projects. • Embed systems which enable teachers to know how well pupils learn in RE. This is to ensure all progress well including those with special educational needs and disabilities (SEND).

Inspection findings

All Saints Church of England Primary is inclusive, welcoming and supportive. The Christian vision emphasises each individual's ability to shine and reflect God's light and love in the world. Recently revised to reflect the school's changing context, the new vision lies at the heart of everything. Leadership, including members of the interim executive board, passionately describe how biblical teaching roots the vision giving it relevance and sustainability. It drives and shapes school improvement to ensure the flourishing of all. Guided by the vision, leaders are insightful and focussed. They desire for all to shine as God intends. Where areas of practice require further development, this is done in a rigorous but sensitive manner. Monitoring is conversational rather than judgemental. As a result, the new vision is well established. However, systems for evaluating the impact of the vision by leadership are underdeveloped.

Positive relationships are a strength. These are underpinned with the values of respect, kindness and encouragement. Because of the vision mental health is taken seriously. Pupil provision includes a thrive practitioner who supports emotional wellbeing through a creative and child centred approach. Sensitive leadership ensures workload is carefully managed. This inspires staff to work with dedication and determination. The school ensures all pupils can access learning at their own pace, including those with SEND. Senior staff support families through early help assessment plans which are transformational. These have an impact because of the culture the vision is creating. Pupils feel proud of both their school and the church. They feel a strong sense of community because of the reciprocal relationship which exists between the two. This continues despite the vacancy for a vicar.


The vision is clearly reflected in pupils' attitudes and behaviour. The oldest, who have high aspirations for the future, feel protective of the youngest. They are confident staff will support them 'in good times and bad.' Expectations and the way staff manage behaviour are all good examples of the way the vision leads to dignity and respect. Leaders utilise the emotion coaching programme which helps staff and parents use empathy when interacting with children. This enables all to reflect on their own behaviour and shine as role models to others. Parents recognise the positive impact of the caring environment the vision provides. Staff are praised for prioritising their children and teaching them Christian values which make a difference at home. Forgiveness, rooted in the example of Jesus, is considered a normal part of everyday life. When mistakes are made, pupils take responsibility knowing each moment provides a new opportunity for a fresh start. Strong partnerships with the diocese and local authority provide effective support through training and monitoring. Both support staff to implement change and improve results.

The school has developed an inclusive understanding of spirituality linked to the vision. Reflection time is used for pupils to develop their own sense of self. A stimulating and engaging curriculum enables them to feel connected to others within the community and beyond. For example, visits from a Chinese dancer, a forensic scientist and numerous trips including to the Gaia exhibition and Norwich Cathedral. These teach pupils about life beyond the village. High quality, creative displays celebrate learning and the school's approach to engaging with life's big questions. Pupils say how much they enjoy discussing these philosophically. Spirituality extends to caring for God's world. The eco council are exploring ways to improve the outside environment supported by the diocesan 'our school: our world' project. Provision is made to think about global injustice. For example, the impact of deforestation, the plight of endangered animals and the dangers of plastic pollution. Teachers use quality children's literature, identified through the power of reading programme, to teach these global themes and aid spiritual growth. As a result, pupils want to act and

shine their light in the world to make it a better place. There is a sense of compassion for others and a concern for justice. For example through engagement with a range of charities. However, pupils do not yet have opportunities to engage with social action projects of their own.

Collective worship is a valued part of the day which offers a deep sense of belonging. It provides a place for all to consider how to let their light shine. Leaders have skillfully created inspiring content linked to the school values and the church year. This includes how Christians worship in different ways through the use of music, silence and story. Links are made to Christianity as a multicultural world faith. For example, how All Souls Day is observed differently across the world. The teachings of Jesus prompt pupils to think and act differently. Prayer is invitational, deliberate and often spontaneous. Reflection time is inclusive. Both are used effectively to enable opportunities to meet with God and the development of spirituality for all. Inclusive songs are carefully chosen so everyone can join in. This results in a joy for singing. Pupils prepare the space and open and close with blessings. Classes are taking greater responsibility for planning and delivering worship to which parents are invited. Evaluations are included in a response book which is reviewed to ensure pupil views are listened to. Staff value the time together. Importantly they speak of worship centred around Christian values as the 'glue which holds us all together.'

RE expresses the vision. It provides a safe space where most pupils enjoy asking big questions and reflecting on their own beliefs. This supports their spiritual development. However, the quality of teaching and learning is inconsistent across the school. Leaders recognise this and are aware of developments needed. The enthusiastic RE leader is ambitious for the subject. She is raising its profile across the federation. This includes ensuring sufficient RE learning time. Staff are benefiting from training on the enquiry-based approach from the diocesan RE adviser. This helps boost teacher confidence. The recently reviewed multi disciplinary curriculum is well planned and sequential. It is beginning to have an impact on pupils' religious literacy. Church and statutory obligations are met.

	The effectiveness of RE is		Requires Improvement	
	Teaching and learning in RE does not yet support pupils in developing long-lasting knowledge. Monitoring and evaluation of the subject is unrecorded. Systems are in place for teachers to measure progress but these are not yet embedded. As a result, leaders are unable to ensure that every pupil flourishes in RE.			
Information				
School	All Saints Church of England Primary School, Winfarthing	Inspection date	21 March 2023	
URN	121128	VC/VA/Academy	Voluntary aided	
Diocese/District	Norwich	Pupils on roll	39	
Interim Executive Headteacher	Rhiannon Price			
Chair of Governors	Kay Swann			
Inspector	Gemma Taylor	No.	2109	