

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England VA Primary School, Dovercourt	
Address	Main Road, Harwich, CO12 4HT
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
<p>In our distinctively Christian school, our children and staff feel safe and supported. We encourage everyone to become caring, resilient and reflective learners to prepare for an ever-changing world.</p> <p>Never give up on people. Never stop trusting. Never lose hope and never quit.</p> <p>1 Corinthians 13:7</p>
Key findings
<ul style="list-style-type: none"> • Through care, resilience and reflection, passionately committed school leaders create a learning community where all can flourish. • The deeply embedded, distinctively Christian vision underpins all of the work of the school. It is well-known and fully understood by all. • Varied and inclusive collective worship is at the heart of the school, enriched by partnerships and valued by all. Pupils are highly involved but do not yet lead worship. • The shared understanding of spirituality is of high importance to the school, as demonstrated by the development of special reflection areas. The monitoring of the impact of the provision for spiritual flourishing in the curriculum is not fully developed. • Religious education (RE) subject leadership is extremely strong. As a result, a rich and engaging curriculum enhances pupils' understanding of world faiths, including Christianity. Feedback is not yet consistent, sometimes limiting the extent to which learners know what would improve their work in RE.
Areas for development
<ul style="list-style-type: none"> • Build on pupils' current involvement in worship to develop meaningful opportunities for them to lead and plan. • Extend and monitor opportunities for spirituality across and beyond the curriculum. This is so the impact of spiritual development contributes to the flourishing of all. • Embed feedback to pupils in RE, in line with the school's policy. This is so they have a clear understanding of how to develop as learners.

Inspection findings

Caring, resilience and reflection underpin the aspirational Christian vision of this good Church school. Well-established and understood, the vision drives the school's strategic direction and development. Leaders promote the Christian vision across the school community. Partnerships are strong, including historically good links with the local church. Governors support wise decisions, informed by the vision. These include a new RE curriculum and financing the provision and enhancement of spiritual spaces. The isolation of this small, coastal, town school prompts leaders to develop a diverse, inclusive curriculum which enhances pupils' experience. Co-operation between local schools enables the sharing of resources and ideas and supports staff, therefore enhancing wellbeing. Relationships throughout the school are welcoming, kind and respectful. Consequently, pupils are confident, well-supported to develop harmonious relationships, and flourish. The Parent Forum is valued by parents and leaders. It gives an opportunity for parents to discuss ideas with school leaders. This has a positive impact on relationships.

Pupils are interested in their learning and make good progress. The Christian vision drives aspiration so they develop wisdom, knowledge and skills to equip them in an ever-changing world. They are encouraged to be inquisitive and develop vocabulary and are offered experiences to improve their knowledge and global understanding. Embedded in the school's culture, the vision is at the heart of planning, reflection, teaching and subsequent learning. Staff support and enhance learning experiences so pupils are challenged. Church services enable them to feel part of the wider Christian community. Asking and answering probing questions is encouraged, and an emphasis is placed on reflection on learning. The curriculum encourages ambition and perseverance, and enables pupils, including the most able, to respond positively and flourish. Pupils considered to be vulnerable or who have special educational needs and/or disabilities (SEND) reflect on learning and achieve their best. All pupils are encouraged 'never to give up, never stop trusting, never lose hope and never quit'. Through the living out of the vision, they develop resilience and perseverance.

Spirituality is a shared language that is widely understood throughout the school. A spiritual room and prayer garden have been developed and pupils value the opportunity to use them for reflection. Advanced plans are in place for these to be enhanced. Collective worship offers the chance for spiritual development and time to pray, think and contemplate. Opportunities for reflection, awe and wonder are offered across the curriculum for pupils to develop spiritually but these are not yet monitored.

This is a school with which many families have a long association. Pastoral care is a strength and parents feel their children are well-known. The friendly, family atmosphere is valued and parents praise the support and encouragement for individuals. Christian values including trust and respect, arise from the vision which permeates school life. During the pandemic leaders offered families pastoral support, distance learning and virtual worship. Staff actively promote good mental health following careful assessment of individuals and help pupils overcome anxieties and develop positive coping strategies. Wellbeing of both staff and pupils is paramount, and the school provides effective support. Leaders have invested in training a mental health first aider and a forest school leader. These bold decisions enhance the curriculum with forest school activities and support wellbeing across the whole school.


Behaviour is underpinned by the vision, with the policy based on forgiveness, respect and reconciliation. It is supported by all staff, including the well-qualified pastoral support coordinator. Interventions and carefully chosen, individualised provision such as the use of a therapy dog, have a positive impact. Pupils are considerate and caring and new students settle quickly and positively into school life. One child who is new to the school told her parent



'I feel like I'm at home now'. Good transition arrangements mean that parents report that the vision enables continued growth at secondary school. Pupils know how to reconcile after disagreements, stay safe on and off line, and that bullying in all forms is unacceptable. They have a sense of social justice and want to bring hope and make a difference to the world. An introduction to 'Acts of Kindness' led to home learning projects where pupils identified areas for international and local change. Inspired by this, pupils raised substantial money for an earthquake appeal. To develop pupils' appreciation of diversity in society, the school designs cultural opportunities such as learning sign language. Adults compassionately support all pupils, accepting and embracing needs and difference. Affirmative quotes around the school benefits pupils' wellbeing as considering them reduces feelings of anxiety and worry. The schools' 'Vision Awards' boost pupils' confidence and enables them to nominate their peers and celebrate their achievements.

RE is highly valued as a key part of the school's curriculum. The new, creative RE curriculum prepares pupils for an ever-changing world and is enthusiastically implemented by the staff. It is well-planned, engaging and impactful. It balances a range of world faiths, including Christianity. Reflection and evaluation by teachers are encouraged and are seen to make a difference by leaders. RE engages the pupils, develops their vocabulary and demands a range of responses meaning all pupils can succeed. RE champions explore ideas on the curriculum with teachers and governors and promote the subject around the school. Individual and class RE books demonstrate thoughtfulness and reflection from the pupils. Feedback from adults ensures that pupils have some appreciation about how they can improve. However, the extent to which this enables pupils to enhance their work is less consistent. Links are made with a range of world religions. Pupils value their learning in RE because it helps them understand different people and their beliefs and the stories help them 'grow in life'. They are proud of their work, understand their learning and develop their ability to discuss ideas. Careful assessment ensures monitoring is effective and the RE lead provides support and training as needed.

Collective worship promotes reflection, reinforces values and is invitational, supported by pupils selected as collective worship leads. Carefully planned, using the Christian vision and its associated values, it is understood and relevant to the lives of pupils. Memorable and highly valued, worship enthuses pupils and adults. There is clear structure, with opportunities for prayer and reflection. Christian symbols such as candles and a cross are prominent and reinforce the distinctiveness and importance of worship. Worship leads are positively involved in worship but do not currently have the opportunity to lead it themselves. Visiting the local church for seasonal celebrations and worship creates a sense of awe and wonder for pupils. Adults collaborate to lead worship that is creative and biblically based. Pupils are respectful, responsive and reflective.

	The effectiveness of RE is		Good	
	<p>The creative RE curriculum, introduced by the inspirational subject leader is enhanced through carefully chosen resources which inspire learners. Professional development is cascaded effectively and enables staff to deliver engaging lessons about Christianity and other major world faiths. Consequently the teaching of RE is consistently highlighted as being good. All pupils, including those who have SEND, make progress as a consequence of the rich and engaging curriculum which emphasises reflection.</p>			
Information				
School	All Saints' Church of England VA Primary School, Dovercourt		Inspection date	13 June 2023
URN	115203		VC/VA/ Academy	Voluntary aided
Diocese/District	Chelmsford		Pupils on roll	180
Headteacher	Samantha Moseley			
Chair of Governors	Elizabeth Ford			
Inspector	Lynne Golding		No.	2124