

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tilney All Saints Church of England VC Primary School	
Address	Shepherdsgate Road, Tilney All Saints, Kings Lynn, PE34 4RP
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

School's vision
<p>To provide a safe, nurturing environment, where everyone can blossom, being the best version of themselves whilst inspiring and increasing courage, individuality and confidence and motivating all to reach their full potential. Everyone is empowered to make good choices through the Spirit of God and the fruits offered.</p> <p>Based on Galatians 5:22-23</p>
Key findings
<ul style="list-style-type: none"> • The clear Christian vision, driven by leaders and embraced by everyone, fosters a strong sense of family and shared values. This is strengthened by the relationship with local clergy ensuring the school provides a nurturing and safe environment where all flourish. • Adults appreciate the support they receive from school leaders, the diocese and the trust. Leaders' aspirational efforts to ensure pupils have equal opportunities means all thrive and no one is left behind. • Pupils are able to talk about injustice and recognise it in many forms. They have not as yet engaged in projects which challenge injustice or social action beyond established charitable fundraising. • Collective worship is a special moment of the day. A rich variety of experience including biblical text, song, stillness and invitational prayer ensures worship is meaningful to pupils and adults. Opportunities for pupils to add to their spiritual growth through leading, planning or evaluating worship are less developed. • Religious education (RE) is a key part of the curriculum. This enables pupils to talk about worldviews and faiths with confidence and interest. Pupils are beginning to reflect on belief systems and their impact on society and culture.
Areas for development
<ul style="list-style-type: none"> • Increase pupil involvement and engagement in planning and leading collective worship. Enable them to actively prepare, participate and evaluate to improve their practice, so impacting on greater spiritual growth. • Strengthen pupils' understanding of the impact of injustice and inequality. This is to enhance their understanding of how the school's vision inspires a personal response to social injustice. • Further enhance the balance of planning in RE. This will strengthen pupils knowledge and recognition of a range of worldviews and world faiths including Christianity.

Inspection findings

Tilney All Saints is an all inclusive and welcoming school. Leaders, supported by local clergy, the diocese and trust have established a clear Christian vision based on the fruits of the spirit. This vision and the values give a clear direction on all aspects of school life. Support from the partnership Church school, and the positive relationship between the two schools, also adds impact. School leaders are mindful of the remote rural setting in which the community sits. This has created a strong desire to ensure that pupils have the opportunity to be the best version of themselves. Driven by its Christian vision, leaders work to ensure that pupils benefit from a wide range of learning opportunities. Positive attitudes and values based on the school's vision are encouraged and regarded as an outpouring of the spirit in the life of the school.

Leaders know their pupils well. Through careful evaluation they have developed the curriculum to ensure it meets the needs of all pupils. This wise and sensitive decision has enabled staff to prioritise what needs to be taught and learned. The emphasis is now on learning rather than doing. As a result, pupils have opportunities to develop and embed key knowledge and skills to enhance their future hopes and aspiration. Spirituality is not explicitly planned for within the curriculum. However staff maximise the extensive outdoor learning area ensuring pupils experience opportunities for awe and wonder through forest school sessions. Art, music, collective worship and regular observations of religious festivals also provide opportunities for spiritual development. Pupils are thoughtful, one child described dust caught in the light as being like angels dancing. Displays and the posing of key questions in corridors and classrooms offer pupils opportunities to reflect spiritually on life.

The local governing body makes deliberate spending decisions to support the pupils considered to be vulnerable and disadvantaged. Investment in programmes such as Thrive and other therapies support pupils' emotional resilience. The school ensures that no child is denied the opportunity to participate in activities due to financial constraints. Supportive relationships with neighbouring clergy helps to maintain church/school links during the period of the current vacancy. The parish church continues to be used by the school for key festivals. Leaders carefully link the school's rural context with traditions such as Plough Monday. The way the school authentically makes links to its local context is appreciated by parents.

Inspired by the vision, adults ensure there is a friendly, caring and nurturing learning environment throughout the school. As a result pupils display a good attitude and a sense of positivity to do well. Parents appreciate this and the way adults know pupils well and ensure all are included. When appropriate, families are signposted to a range of support services with outside agencies. This contributes to a flourishing of all. Relationships between members of the whole school community are generally very supportive.

Leaders ensure that the vision impacts positively on the way that everyone is treated with mutual dignity and respect. Pupils talk about the importance of tolerance and caring. They are learning to live well together. While the school council is being re-established, pupil voice is expressed through groups of pupils known as 'safeguarding leads'. To support a safe and nurturing environment these pupils have the opportunity to raise concerns with the headteacher. The impact of the vision is seen in safe behaviours on the playground and helping pupils follow the school values. Forgiveness and reconciliation is an important part of the behaviour process. Through the curriculum, and as an expression of the school vision, pupils learn how to challenge injustice. This creates an environment that embraces differences and encourages pupils to treat others with dignity. Opportunities to challenge injustice in the wider community are more limited. Pupils have yet to engage in social action

projects that impact beyond themselves.

Staff enjoy working at the school, modelling the value of friendship and care for each another. Inspired by the the vision to live well leaders have prioritised a healthy work-life balance. Staff meetings are replaced by practice sessions which, together with instructional coaching enhances the professional development of staff. The impact of these initiatives has been transformative in enhancing wellbeing and reducing workload. School and the trust provide a supportive structure both with the process of teaching and with mental wellbeing. Adherence to the school vision gives the school confidence to only take on something new because it will improve pupil flourishing. Mental health training to support children and adults has been undertaken enabling pupils and adults to feel confident about expressing their views and concerns.

Collective Worship offers a spiritual experience rooted in Anglican traditions and liturgy. Daily worship and invitational prayer is an opportunity for all to encounter the teachings of Jesus and the Bible. The school has recently resumed Eucharist services in school further enriching opportunities for spiritual growth. Pupils enjoy GenR8 who come to deliver collective worship each term. Collective worship is seen as central to school life providing a cohesion for working together as well as a time for stillness and reflection. Each week a key question is posed such as, 'Do you always see what others see?' Pupils and staff revisit this question through the week with opportunities in class to reflect and share their views. Pupils appreciate being asked to take part in worship by reading a prayer or participating in role play. They do not as yet plan, lead or evaluate collective worship. Governors monitor collective worship which enhances the impact it has on pupils and adults.

Pupils enjoy their RE learning, it is seen as a core subject. The RE leader is knowledgeable. RE training and support with long term planning by the diocese and trust impacts positively on teacher confidence. This enables pupils to better understand, explore and interpret a range of beliefs and practices. Pupils are curious and intrigued about world faiths. They have a less certain understanding of Christianity as a global faith. Curriculum planning reflects the Norfolk Agreed Syllabus, Understanding Christianity and the Emmanuel Project. Pupil outcomes have yet to clearly reflect a balance between the three strands of human science, theology and philosophy.

Information			
School	Tilney All Saints Church of England VC Primary School	Inspection date	22 March 2023
URN	141845	VC/VA/Academy	Academy
Diocese/District	Ely	Pupils on roll	90
MAT/Federation	Diocese of Ely Multi-Academy Trust		
Executive Headteacher	Dawn Liddle		
Chair of Governors	Steve Cozens		
Inspector	Teresa Osborne	No.	2130