

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stibbard All Saints Church of England Primary School	
Address	Fulmodeston Road, Stibbard, Fakenham, NR21 OAE
School vision	
<p>Believe, Achieve, Belong</p> <p>To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.</p> <p>Everyone who hears these words of mine and does them will be like a wise man who built his house on the rock Matthew 7: 24</p>	
School strengths	
<ul style="list-style-type: none"> • Vision-driven and inspirational leadership is enabling the school's rapid development as a Church school after a long period of turbulence and uncertainty. • Pupils flourish because every member of the school community is committed to building firm academic, social and emotional foundations for all according to the school's Christian vision. • Strong strategic leadership, with the school vision at its heart, has enabled bold policy and resourcing decisions for the benefit of all members of the school community. • A deeply embedded culture of mutual support ensures that pupils, parents and staff are well-treated and feel confident in their respective roles. Leaders are building foundations of wellbeing and nurture as significant priorities, which results in flourishing for all. • The religious education (RE) curriculum has been well-structured and so pupils make good progress across both content and skills-based learning. 	
Areas for development	
<ul style="list-style-type: none"> • To develop pupils' skills in planning and leading collective worship in class and at whole school level. This will enrich opportunities for pupils' spiritual development. • To develop methods of assessment in RE which enable pupils to understand more easily how they can progress. • To develop pupil leadership further to include authentic pupil-led action for justice. This is to encourage pupils to make independent ethical choices and be agents of change. 	
Inspection findings	
<p>All Saints Stibbard is an inclusive and inspiring school with a clear focus upon building foundations for flourishing. Founded upon the parable of the wise and foolish builders (Matthew 7: 24) the school's Christian vision centres upon solid foundations. Staff and pupils live out the school's vision practically via six Christian values. Pupils and adults readily recall the values and give concrete examples of how the values support and enrich their lives. Friendship, trust, perseverance,</p>	



compassion, responsibility and forgiveness are valued as highly as academic achievements in this school. People who embody the school's values are celebrated openly and pupils appreciate this recognition of values alongside good learning. Pupils flourish at All Saints because they understand that they are loved and appreciated as individuals by all staff. Competent strategic leaders make bold and reflective decisions for the good of all. These decisions enhance the work of the school and impact positively upon the school's Christian vision. After some turbulence in the school, newly appointed school leaders are also providing the 'rocks' upon which parents, staff and pupils can rebuild. Staff feel supported and valued, understood and encouraged. As a result, pupils and adults flourish in this school.

Transitions into Reception class are based upon a foundation of nurture that promotes positive beginnings for learning. This supports the school's Christian vision in forming firm foundations for the youngest pupils including those in the fully integrated nursery. Pupils experience nurture from their first day at this school. They learn how to express themselves with the language of social, emotional and mental wellbeing. Early Years staff create inspiring outdoor learning spaces that enrich foundations for play-based learning. Muted and natural colour schemes promote calm, links to the natural world and space for reflection and spirituality. All staff actively model and promote the school's vision and values. Pupils flourish at all ages, because they experience lived values, which they use as a foundation for their own moral compass.

The curriculum is rooted firmly in the school's vision, creating a solid foundation for learning. Pupils are able to discuss life in non-rural communities because they learn about the wider world in their lessons. Spiritual development in the form of reflection, empathy and time to find one's own place in the world is an intrinsic part of the way in which all staff work in the school. Steps are already underway to formalise this element of spiritual development within curriculum documentation. As a result of diocesan training and staff collaboration, the school is developing a common language of spirituality in order to ensure consistency.

Vulnerable pupils flourish because they are quickly identified and offered support by the school and its external partners. Parents appreciate the care which their children receive from the school as unique individuals. They are thankful that there is a tailored approach for all pupils to access learning and social time, regardless of need. This is because staff and school leaders are proactive in their targeted support for all pupils. Class teachers regularly monitor all pupils who may be vulnerable, so that no-one is missed. As a result, every child benefits from pro-active support when they need it, in order for them to flourish.

Relationships at Stibbard All Saints are clearly built upon solid foundations of trust and compassion. Pupils understand the concept of equity, because they articulate their experience and observation of adults' equitable behaviour. Hence pupils actively support and encourage peers who have a range of individual needs. Rare episodes of unpleasant behaviour are dealt with swiftly, using a restorative justice approach. At lunchtime, pupils selflessly and enthusiastically lead younger pupils in structured, safe and friendly play. Supported by a member of lunchtime staff, pupils build a culture of treating people well during busy social time. The 'Cocoon' also offers a dedicated space for calm and reflection during break and lunch. Pupils who need quiet time feel able to withdraw to the Cocoon where they are nurtured and supported. As a result, all pupils understand about individual need and are respectful to those who need time and space alone.

Pupil voice is a key element of school life and school leaders are passionate about listening to pupils. Pupils relish the opportunity to participate in pupil parliament. A rotation of members, rather than set representatives, ensures that everyone has a voice. Pupils feel valued as individuals when they are offered a chance to speak about issues that are close to their heart. As a result of their voices being heard, pupils are much more able to make sensible and considered decisions about ways to

improve their school. Pupils are also beginning to understand more clearly how they can be agents of change without adult support. Older pupils currently volunteer at the Coastal Shop for community members without a car. This outworking of the school's vision supports local people and impacts positively upon their lives.

Religious education is well structured, challenging, diverse and provides a coherent curriculum with clear progression of knowledge and skills. RE Leaders have worked closely with diocesan advisers to enrich and personalise the school's RE curriculum according to its trust deed. RE teaching is good. Pupils enjoy RE lessons and speak with enthusiasm about their engagement with diverse faiths and worldviews. A focus upon religious literacy supports pupils to articulate their knowledge and understanding of religious concepts and questions about meaning and purpose. Staff are adept at using assessment to inform future teaching, with teaching tools to review learning and introduce new enquiries. Some pupils do not know how they are progressing in RE, although pupils do make good progress. Hence RE leaders are developing ways in which progress in RE can be communicated to pupils in language they understand.

Collective worship forms a central focal point of the school day. Worship offers a welcome for all, without compulsion and pupils value the opportunity to 'stop and think'. There is always time for reflection and personal response. Worship is enhanced by external partnerships with Christian groups and organisations. Pupils are more able to appreciate the personal nature of belief thanks to the foundations of spirituality found in collective worship. Pupils are often inspired by stories from collective worship and share their thoughts at home. Pupils lead class worship once a week. This develops pupil confidence in a smaller setting. Pupils who take turns to plan and lead worship in class without adult intervention are enthusiastic about leading worship at school level.

The inspection findings indicate that Stibbard All Saints Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	5 October 2023	URN	121145
VC/VA/Academy	Voluntary aided	Pupils on roll	168
Diocese	Norwich		
MAT/Federation	Flourish Federation		
Executive Headteacher	Victoria McConnell		
Chair	Robert Plant		
Inspector	Caroline Vinall	No.	2107