

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School

Vision

Our vision is to nurture all children, who are valued as individuals, and equip them to be independent, resilient learners, allowing each and every child to thrive and flourish, reaching their fullest potential. At All Saints, we embrace our diverse community and encourage everyone to be kind, curious and question the world around them. We give our children the fundamental skills they need to prepare for their lifelong journey of learning. Our community at All Saints is grounded in our core Christian values of respect, compassion, creativity and hope. We seek to inspire in all, a love of learning and a sense of belonging while being guided by our mission statement of 'seeking God in all we do'.

All Saints Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- At All Saints school, the Christian vision is known and lived. It enables pupils and adults to flourish and grow, guiding and driving the work of the school.
- Stakeholders feel valued and respected, with their voices heard and their perspectives considered. Pupils are treated with dignity, regardless of their needs or starting points, fostering an inclusive and supportive environment.
- Collective worship is a clear reflection of the vision. It is well planned and powerful and enables spiritual flourishing.
- Strong partnerships underpin the vision and the work of the school. These relationships enhance the experiences and opportunities of the pupils.
- The religious education (RE) curriculum is well planned for the context that it serves. Strong leadership allows for staff to develop their subject knowledge. Pupils know what progress they are making and what their next steps are.

Development Points

- Embed a shared understanding of spiritual development across the whole curriculum. This is so that there are planned and explicit opportunities for spiritual flourishing.
- Develop ways in which pupils plan and deliver collective worship. This is so that they contribute to the spiritual enrichment of the school community.
- Deepen pupils' understanding of the connections between the major world religions. This is to enable them to have balanced conversations about faith in everyday life.



Inspection Findings

The refreshed Christian vision drives the work of this flourishing and nurturing Church school. Leaders, including governors, ensure that the vision drives the school's decision-making in all it does. Pupils speak passionately about seeking God in all they do throughout the school and during a range of different times. This is reinforced by long-established partnerships with local churches of different denominations and with the diocese. The headteacher has used the vision to develop the school, encouraging it to be outward-facing in all it does. Leaders have high expectations and are passionate in ensuring the very best for their pupils and staff. Ownership of the vision by stakeholders results in a united body. There is praise from parents, staff and pupils for the work that the school does in order to allow all to flourish. Parents are clear about the vision and the importance of this to the school, whether or not they have a religious faith. Governors use the vision to ask questions, challenge and support where necessary, thus enabling the ongoing development of the school.

A well-planned and progressive curriculum has been designed with the vision at the centre. Disadvantaged pupils are well considered and used as the starting point for any decisions taken. Staff at all levels demonstrate high aspirations for pupils, socially and academically. Leaders effectively monitor and evaluate the provision in place for pupils. They have a clear awareness of the barriers faced by some pupils and have implemented support to help them overcome these. Pupils and staff are not able to clearly articulate their shared understanding of spirituality. Leaders have begun to explore what this means to All Saints. However, this is still in its early stages in terms of its impact across the whole school curriculum.

Daily collective worship is a unifying, shared experience for both pupils and adults. Leaders ensure that the whole school community feels welcome and comfortable in worship. As a result, pupils and adults are inspired and encouraged in their individual life journeys. Collective worship also provides space to look outwards by exploring issues in the news and reflecting on injustice. The school faith team have begun to plan some aspects of worship but pupils wish to be more involved. Their involvement in the planning and delivery of worship does not contribute specifically to spiritual flourishing for the school community. The school is supported well by leaders and members of several local churches. Prior to the current period of clergy vacancy, a key role was played by the priest which adults and children valued. These strong partnerships enrich spiritual flourishing by enabling the school and local community to worship together at special church services. The school provides opportunities for quiet reflection and prayer during worship. Reflection areas in classrooms prompt pupils to consider themes and questions beyond times of collective worship.

Staff know that they are valued and supported by a committed leadership team. Manageable workloads and wellbeing strategies are given high priority by leaders. This impacts positively on the school community allowing them to thrive together. Staff create a nurturing and caring environment for pupils and their families. This results in a strong sense of the school being like a caring family that helps each other. Parents value the support they have especially in times of challenge, praising staff for their help and sensitivity. Leaders have a thorough knowledge and understanding of the needs of pupils and staff. Pupils with special educational needs and disabilities (SEND) are well considered and at the heart of decisions that are made. There is a mutual feeling of respect for pupils, regardless of starting points, as well as of staff. They appreciate the bespoke and well thought out professional development they receive.



Pupils are kind and caring towards one another. There is a calm and supportive atmosphere that permeates the school and encourages pupils to achieve their best. Pupils speak warmly about staff members who have helped and guided them when they have found things difficult. They express positive views about their involvement in initiatives that support both their local community and national causes. An example of this is the support for Crawley Open House. Pupils see the value of the help they give to others. Leaders ensure that pupils know about other children who have impacted the world for the better. This empowers pupils to want to make changes and to do so in a positive manner. Partnerships are strong, varied and valued. They are used to benefit both adults and pupils in a range of ways. Churches, local charities and other schools work together to enrich the work of All Saints and further their vision. A valued and respected partnership with the diocese has helped the school to make rapid and sustainable progress as a Church school. Leaders and adults are confident on the support given and the next steps needed as a result of this link.

RE is central to the school's vision. It is taught weekly and has been resourced well, including through staff training. A well-sequenced, rigorous and engaging curriculum ensures good provision, planned for the context that the school serves. Pupils enjoy RE, seeing it as important to learn about religious and non-religious worldviews. RE is knowledgeably led and is viewed as a high priority subject by ambitious school leaders. Knowledge, skills and vocabulary are carefully mapped out in curriculum planning which enhances staff expertise. Pupils can talk about some of the diverse ways in which religions, especially Christianity, are celebrated throughout the world. However, they are less confident in making comparative links between world religions. This limits their ability to talk about how religions are both similar and different and why this is important.

Links with the diocese ensure that the RE leader accesses training and is up to date with recent research about primary RE. This is cascaded to staff meaning that regular training opportunities allow them to teach in relevant and knowledgeable ways. This, in turn, enriches the learning and engagement of pupils with the subject. They know how they are making progress and what they need to do as next steps. Governors play a key role in monitoring the impact of RE and its place in the school effectively. Visits and visitors from churches and school partnerships support pupils' knowledge and understanding. For example, pupils from the local secondary school come and speak about their Muslim faith.

Information

Address	Tylden Way, Horsham, West Sussex, RN12 5JB		
Date	14 January 2025	URN	133321
Type of school	Voluntary Aided	No. of pupils	198
Diocese	Chichester		
Headteacher	Alyce Andrews		
Chair of Governors	Suzannah Threlfall		
Inspector	Ben Hulme		