



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints CE Primary School	Tylden Way Horsham West Sussex RH12 5JB
Current SIAMS inspection grade	Outstanding
Diocese	Diocese of Chichester
Previous SIAMS inspection grade:	Outstanding
Local authority	West Sussex
Date of inspection	12 October 2016
Date of last inspection	9 -10 February 2011
School's unique reference number	133321
Headteacher	Susan Costa
Inspector's name and number	Ruth Cumming 865

School context

All Saints is a one form entry school. Ofsted, in March 2016, for a second time judged the school to be 'good'. Attendance has been consistently above national average. The majority of children are of White British heritage and there is a lower than national average of children with special educational needs and disabilities. The Headteacher has been in post since the opening of the school. She is commissioned to support other school leaders in the diocese. The incumbent has been in post for just over a year.

The distinctiveness and effectiveness of All Saints as a Church of England school are outstanding

- The Headteacher inspires the whole school community to work as a team, ensuring Christian values are deeply embedded in every aspect of the school.
- Biblical values are the foundation of the spiritual, moral, social and cultural education (SMSC). They lead to a captivating curriculum, which lights the imagination of staff and children and contributes to high achievement.
- Memorable creative experiences in worship and Religious Education (RE) enable children to explore their own faith and the faith of others.
- The strong focus on Christian values influences relationships throughout the community and inspires the building of partnerships between the school and the community, including the church.

Areas to improve

- Develop existing relationships with those from a variety of Christian traditions and those of other faiths, to further enhance the experiences in religious education (RE) through visits to additional places of worship.
- Add additional enrichment to the RE curriculum by exploring new ideas such as the 'Understanding Christianity' project.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Explicit and very deeply embedded Christian values are celebrated and consistently articulated by all members of the school community. One parent explained, 'I am thrilled that Christian values are the heartbeat of this school.' The school's mission statement, 'Seeking God in all we do,' values every individual as a child of God and leads to them being respected and treated fairly. This results in people being kind and staff and children report that the school feels safe. Christian values of respect and trust impact on learning, the curriculum and good achievement. This also creates the foundation for excellent behaviour and consistently high levels of attendance. Wisdom, one child explained is, 'Doing the right thing at the right time.' Children are grateful to staff who model the Christian value of kindness by giving of their own lunch time to help those who are finding learning difficult.

Very positive relationships underpin the spiritual, moral, social and cultural education (SMSC) which reflect how everyone is valued as a unique person. The rich broad creative curriculum, also evident in RE, challenges and excites learners. This increases children's confidence to express their thinking and to learn more. Uniqueness is celebrated and differences respected; whether Christian, of another faith, or of no faith. REspect week gives children opportunities to discuss views on equality, diversity and justice; exploring themes in depth such as slavery and disability. A year 3 child said, 'We have a bond between different faiths.' A cultural afternoon deepens respect by enabling children to meet face to face with Christians from different traditions and members of other faiths who explain the impact of faith on their life. The school's involvement and contribution to Kisimula Primary School in Uganda helps children to understand that Christianity is a multi-cultural world faith, and gives them the opportunity to make a positive difference by contributing to their building project.

Children are clear that it is the school's distinct Christian values which help them to be more truthful and respectful. Spirituality is clearly defined and impacts on the children's perceptions of themselves and others, which is evident in their passion to think deeply and make a positive difference. 'Diamond thoughts' are rewarded along with 'dove points' for commendable behaviour. Children say that they expect Christian values to help them to be 'better people for the rest of their lives'.

The impact of worship on the school community is outstanding

Inspirational and inclusive daily collective worship has a central role in the life of the school and strongly focusses on God as Father, Son and Holy Spirit. Motivated by the life of Jesus, carefully planned themes develop over several weeks. Worship is transformational and children respond in numerous ways, from harvesting their own apples to make apple crumbles for the homeless refuge, to donating their own football shirts to Kisimula school. Prayer is a pertinent part of worship and the spiritual life of the school. In addition to formal prayers, children's own heartfelt prayers are included in worship. Staff take the Christian values woven through worship to permeate the whole school day, helping children to grow spiritually and make links and connections with their behaviour and choices in life. Spirituality is clearly defined as finding individual identity, meaning and purpose which leads towards an understanding of themselves and others. Consistent with the school's learning ethos, worship provides creative memorable experiences.

Worship gives the opportunity for children and adults to develop spiritually. Bible text has a significant and meaningful place in worship. Children also use the school's open cross as a poignant focus for reflection. Having sung 'Everywhere around me I can see the hand of God,' even the youngest members of the school contributed their 'gifts' of autumn seed heads and leaves to reflect 'God's masterpiece of creation.' Worship inspires children to have a positive impact on the world, for example children reduced the amount of food waste at lunchtime as a response to a challenge in worship. Key Christian festivals throughout the year are led by classes of children, using the schools usual Anglican liturgy. Older pupils are also involved in the evaluation of the impact of worship alongside school leaders, which allows everyone to shape and improve future worship.

Very positive links with the local Anglican church and other Christian denominations ensure children experience a range of expressions of Christian worship. The reciprocal relationship with local churches has enriched the school with Spirited Art exhibitions, extra-curricular clubs and support to local, national and global charities.

The effectiveness of the religious education is outstanding

Learners impressively use original creativity to apply knowledge and skills in RE, reflecting on their own personal questions of meaning and purpose. This is evident from the youngest to the oldest pupils. Early years' children celebrate their own uniqueness and value through lively paintings of their families, whilst year 6 pupils creatively explore their views on prayer through music, painting and clay. This enables them to make connections between different faiths. Standards of achievement are high because pupils are inspired by the subject's memorable learning journeys which enable them to learn exceptionally well. The spiral curriculum includes social and cultural education which challenge pupils to understand their own beliefs and to make connections with the beliefs and faiths of others through skills of enquiry, analysis and reflection. Very positive relationships have grown with 'friends' of various Christian traditions and those of other faiths. As yet pupils only have limited opportunities to visit places of worship other than the local church, which restricts their experience.

The school's bespoke RE curriculum has a very high profile and is weighted towards the teaching of Christianity. This curriculum achieves confident articulate individuals who have self-respect and respect for others. Prior to secondary school transfer, the theme, 'Heart to Heart' evaluates the impact of a child's understanding of equality and diversity on their view of themselves and of others. Learning activities are thoughtfully planned to develop children's learning from and learning about religions. Innovative ways of assessing and feeding back to children accelerate their progress, and highly effective use of assessment in RE has informed the new whole school assessment system. The subject leader effectively communicates expectations to staff and governors and is very well informed on current developments in RE, including the new project 'Understanding Christianity'. Training is disseminated to all staff ensuring high standards are maintained throughout the school. Induction and support of new staff is particularly strong, ensuring a consistent approach. RE is included in the whole school systematic routines of monitoring and evaluation which continually identify strengths and areas to improve. It is intrinsic to the whole school development plan.

The effectiveness of the leadership and management of the school as a church school is outstanding

Staff and children live out the Christian vision, passionately led by the Headteacher and expressed through the values which influence the whole life of the school community. The Headteacher is highly respected and staff share joint responsibility to support and promote this same vision. Leaders articulate a transformational Christian message encouraging social action. On addressing the issue of pollution the Headteacher urged, 'United together we can change the world. We are really powerful.' Reciprocal partnerships with parents, community, the church and diocese greatly enrich the school's Christian distinctiveness and supports children's learning. Biblical values are the foundation to these strong relationships and lead to the school's safe positive atmosphere.

Self-evaluation involves all members of the school and is embraced as a means to further improvement to meet the needs of every individual. High commitment to strategic plans develop the school as a church school, with carefully planned induction for new staff. Governors monitor the effective self-evaluation ensuring the Christian distinctiveness of the school strongly and positively impact on the standards of all learners, especially the most vulnerable. Embedded and very secure whole school systems enable the development of leadership both within this school and in schools across the diocese. This impacts positively on the future leadership of church schools. Arrangements for RE and collective worship meet statutory requirements.