

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary and Nursery School

Vision

Koinonia is the Christian value that is rooted in our theological foundations; we believe 'If we walk in the light as he walked in the light we have fellowship (koinonia) with one another' (1 John 1:7). We nurture responsible, resilient and reflective members of our society and, by reflecting through worship upon our position as part of God's creation, we encourage all to follow Christ's example. Our shared ideals of Common Grace and Fellowship promote a culture of aspiration, respect and encouragement in order that everyone reaches their full potential. Through our relationship with the church, local community and environment, we enrich the learning opportunities we offer. Central to our vision for our children is our holistic curriculum which, with high expectations, encourages academic accomplishment and opportunities to flourish within a Christian ethos.

All Saints Church of England Primary and Nursery 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

- The Christian vision of koinonia, meaning fellowship, is deeply embedded and shapes decisions across school life. This fosters a strong sense of community and belonging. The Christian vision drives actions and decision-making, enabling pupils and adults to grow and flourish. It meets the needs of the community that it serves.
- The curriculum is bespoke, ambitious, and inclusive, reflecting the school's vision and commitment to flourishing of the whole child.
- Pastoral care and wellbeing are exceptional, with a strong sense of belonging among pupils and staff.
- An active culture of responsibility is embedded across the school, empowering pupils to make a meaningful difference in both their school and local community. Strong community partnerships underpin this work.
- Religious education (RE) is well planned, inclusive, and reflective, with strong leadership and clear progression from Reception to Key Stage 2.

Development Points

- Develop the whole school understanding and experience of worship as consistently invitational and inspiring. This is so that there are more focused opportunities offered for spiritual flourishing.
- Establish rigorous systems to support governors in their knowledge and evaluation of the impact of the school's Christian vision. This is so they can support and challenge leaders.



Inspection Findings

The school's Christian vision, centred on biblical understanding of *koinonia*, is the heartbeat of the community. It is widely understood and embraced by pupils, staff, and families and has become a mission for the school. The school community describe it as being part of a 'big family' where everyone helps each other. This vision is not merely a statement but a lived reality that shapes decision-making, curriculum design, and pastoral care. Leaders articulate a moral imperative that prioritises the flourishing of every individual, particularly the most vulnerable. They see the vision as a gift that the school gives to pupils to impact their lives. Leaders have established a resourced provision, the rainbow room, to support the local community and other schools by supporting pupils with significant needs. Leaders reflect on how the vision enables even the most disadvantaged pupils to feel a deep sense of belonging. Governors affirm the transformation of the school's ethos under the current leadership, describing the strong and purposeful impact. However, they do not consistently evaluate impact or challenge leaders in relation to the Christian vision. The school is a stable place for pupils, affirming its role as a beacon of hope and community. This shared understanding of vision fosters a culture of aspiration, compassion, and mutual respect, enabling pupils and adults to thrive academically, socially, and spiritually.

The curriculum is thoughtfully designed around the school's Christian vision. It is ambitious, inclusive, and tailored to the needs of the community, ensuring that no child is left behind. Leaders have created a curriculum that is both academically rigorous and spiritually enriching, with high expectations and targeted support for pupils. The curriculum is enriched with trips, cultural experiences, and real-life learning that broaden pupils' horizons and deepen their understanding of the world. Pupils speak enthusiastically about their learning, and staff describe the curriculum as belonging to the school and its community. Subject leadership is strong, and regular review ensures that the curriculum remains dynamic and responsive. There is a clear focus on developing the whole child, with planned opportunities for critical thinking, reflection, and spiritual development embedded across subjects. Pupils are able to define spirituality in the context of their school and in their lives. They describe the time they have for this as a time to talk to God and listen to the world about them, for example in their forest school. Pupils talk about spirituality surrounding them in all they do throughout the school.

Collective worship is a central and spiritually enriching part of school life. It is rooted in the school's Christian vision, offering pupils and adults a daily opportunity to pause, reflect and encounter God. Worship is carefully planned and sequenced to support spiritual flourishing across the community. It draws on a variety of expressions, including music, prayer, stillness and storytelling. Pupils have begun to contribute meaningfully to the development of worship through evaluation. There are, however, limited opportunities for them to contribute to spiritual flourishing in worship leadership roles. This means that worship is not consistently inspiring and that pupils do not always feel fully included in its delivery. Developments have led to innovations such as morning gatherings and pop-up prayer spaces, which deepen engagement and spiritual understanding. Staff attend and contribute to worship. Many value it as a time for reflection and spiritual renewal. Worship is adapted to meet the needs of pupils, including those in the rainbow room, a resourced provision, ensuring full participation. Church partners regularly lead and evaluate worship, enriching pupils' knowledge of the Bible.

The school fosters a culture of dignity, respect, and compassion that is rooted in its Christian vision. Pupils feel safe, valued, and supported, and staff wellbeing is prioritised through supervision, counselling, and a strong sense of community. The rainbow room provides a nurturing space for pupils, and the school's inclusive ethos is evident in its support for families and staff alike. Staff describe the school as home and speak of a genuine open-door culture



where everyone is welcomed and supported. Pupils respond positively to the behaviour system and the support they receive from trusted adults, and they understand the importance of forgiveness and second chances. The church's involvement in bereavement support and community outreach reflects the school's commitment to support and care for the wider community. Plans for a church-led after-school club demonstrate the school's proactive approach to community flourishing. This culture of care and respect enables members of the school community to feel that the school is like a home to them. In addition to the opportunities given in school, there are a wide variety of free after school clubs that support families. These are well attended and allow for wider outreach into the community. Strong support is given by the pastoral lead, with pupils and staff accessing and valuing the work is done. This allows them to feel supported and loved.

The school has worked tirelessly to establish an active culture of responsibility. It is embedded in the life of the school and is a natural outworking of the Christian vision. Each term, pupils from across the school, engage in meaningful projects that promote justice, stewardship, and community engagement. Examples of this include volunteering at the local food bank donations, cleaning the beach, making bird feeders, cake sales and creating positivity pebbles. They describe these actions as making the world a better place and helping the community, demonstrating a clear understanding of their role as agents of change. The school's partnerships with local and global organisations such as 'the market place' and Sidley parish council, enhance this work. They deepen pupils' understanding of justice and responsibility. Staff and leaders encourage pupils to reflect on the motivation behind their actions, linking this to biblical teachings and Christian values.

RE is a strength of the school and is highly valued by pupils and staff. It is well led, well resourced, and thoughtfully sequenced, with a curriculum that reflects a broad and balanced approach. There is a strong focus on Christianity, alongside engagement with other world religions and non-religious worldviews. Pupils enjoy RE and can articulate their learning with clarity and depth, often reflecting on big questions and concepts. They value the opportunity to explore different beliefs and reflect on their own spirituality, and they demonstrate a mature understanding of religious diversity. Floor books and pupil discussions reveal a rich engagement with stories from the Bible, and the RE leader provides effective training and guidance for staff. Monitoring and evaluation are robust, securing learning across the school. This ensures that RE contributes significantly to pupils' spiritual, moral, and cultural development, and supports the school's vision of every child flourishing as a whole person.

Information

Address	All Saints Lane, Bexhill-on-Sea, East Sussex, TN39 5HA		
Date	01 July 2025	URN	114491
Type of school	Voluntary Controlled	No. of pupils	299
Diocese	Chichester		
Headteacher	Mike Taylor		
Chair of Governors	Roger Elias		
Inspector	Ben Hulme		