

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Saughall All Saints Church of England Primary School			
Address	Church Road, Saughall , Chester CH1 6EP		
Date of inspection	20 June 2019	Status of school	Voluntary Controlled
Diocese	Chester	URN	135736

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Saughall All Saints is a primary school with 273 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Ofsted graded the school as 'Good' in 2018 following a grade of 'Requires Improvement' previously.

The school's Christian vision

We all love, learn and grow together. Mark 12:31 'Love your neighbour as yourself'
We create a loving, supportive, open and honest family with a shared vision that values uniqueness. We are dedicated to providing education of a high standard in a safe, challenging and stimulating environment where all members flourish with God by their side to live life in all its fullness.

Key findings

- The school has reviewed its distinctive Christian vision so that it is clearly underpinned by Christian theology and has a solid biblical base. This has already impacted significantly on many areas of school life and is shaping the direction of the school. This vision is not yet explicit in all school documentation.
- Pupils' excellent behaviour and positive relationships within the school and wider community ensure that pupils live well together and reflect the vision 'Love your neighbour as yourself'.
- There is a strong culture of welcome, within which all are treated with dignity and respect and as unique individuals. Consequently pupils, including the most vulnerable, flourish at this school.
- Collective worship is inclusive and invitational and inspires pupils into action. Opportunities are sometimes missed to further develop pupils understanding of liturgical patterns, including the centrality of the Eucharist to Christian worship.

Areas for development

- To improve provision for teaching about world faiths so that the pupils' deepen their knowledge and understanding.
- Review RE planning to include overarching enquiry questions to develop pupils skills of enquiry, critical analysis and interpretation.
- Develop pupils' understanding of the central importance of the Eucharist to Christian worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders have successfully reviewed, refined and launched their new school vision. The vision and theology are well known and articulated by the whole school community. Pupils and adults commented that 'loving your neighbour as yourself' has been at the heart of this school for a long time. The review of the vision has strengthened this significantly. You can clearly see the Christian vision being lived out and the positive impact this is having on the school community. This has been affirmed with the Cheshire schools award for Primary School of the Year 2019, presented for the 'commitment this school shows to the overall well-being of every pupil, through its Christian vision, love your neighbour as yourself'. Leaders utilise diocesan support and access relevant training and cluster meetings and this has impacted positively on school improvement. Not all policies demonstrate how they are underpinned by the new school vision, but plans are in place for their review. Recommendations from the previous inspection have been addressed. Governors now have thorough systems in place to self-evaluate the effectiveness as a church school with positive outcomes for pupils.

The Christian vision has resulted in a broad and rich curriculum that caters for the needs of all pupils and recognises that each pupil is unique. The headteacher and leaders have made bold curriculum decisions to ensure pupils receive an exciting and relevant curriculum. There is a wealth of extra curricular opportunities ensuring the well-rounded development of the whole child. Achievements, such as North West Regional dance champions 2019, are celebrated widely. There exists a real sense of pride in belonging to this school. Christian character and moral development are built through the carefully planned curriculum. Friday worship celebrates, affirms and supports the achievements of pupils who live out the school's core Christian values.

The focus on growth mind-set provides pupils with an ambitious and aspirational attitudes to their learning and social action. This ensures good rates of academic progress for all pupils, including those with special educational needs or disabilities, as evident from national statistics. When barriers to learning or social difficulties arise, staff work hard to eradicate issues and support families in need.

Resilience and independence are the learning powers which underpin this school's curriculum. These are taught explicitly to all pupils. Pupils talk about perseverance and resilience in their own lives and as a result pupils are outward looking and are concerned about the welfare of others. One pupil commented, 'it is important to share what we have'. They fundraise for a wide range of causes including the local hospice, foodbank and flip flops for children in Zambia. The school has also built a close friendship with a school in Uganda, They provide practical and prayerful help and support and the two sets of pupils exchange letters. This broadens their understanding of and empathy for their global neighbours. As a result pupils are pleased with the difference they are making to the lives of others and are developing an understanding of courageous advocacy.

Pupils behave well and relationships are strong, enabling all to live well together. This is clearly attributed to the school's vision and associated values. Everyone is treated with dignity and respect. Pupils are helped to handle conflict and to find their own resolution in preparation for their lives beyond the school. Pupils show respect for each other's views and demonstrate an understanding and loving acceptance of difference. Parental surveys endorse the view that the behaviour of pupils in this school is excellent.

Collective worship is planned around the Christian values of the school, Bible stories and major faith festivals. The Christian values are understood to be rooted in the biblical teachings of Jesus and are clearly making a difference to the life of the school and individuals. Pupils explain how these values and Bible stories have influenced them, making a difference to their thinking and actions. One pupil said 'Worship helps you to be a better person. We know through the Bible stories we should not judge others.' Another added 'After considering the Christian value of justice it inspired me to help the homeless.' Collective worship is invitational. Pupils of faith and those without feel comfortable, seeing it as an opportunity for the whole school to learn about the school's values together. Pupils participate actively, helping to act out stories and responding to questions. The ethos group plan and lead worship and pupils take responsibility for aspects of worship in church, thus deepening their own spiritual maturity. There are elements of Anglican worship embedded, such as opening response, lighting a candle and opportunities for prayer and reflection. However there are missed opportunities to develop this further to reflect the patterns of worship in the local church. For example, the pupils' understanding of the Eucharist is under-developed.

Staff value the impact worship has on their own spiritual development, one saying 'I value the time to reflect and come together'. The relationship between the church and the school is mutually beneficial. Pupils enjoy their visits to the local church and look forward to visits from the local clergy, both of which enhance their spiritual understanding. Leaders and pupils have regular opportunities to work collaboratively to plan and evaluate the impact worship has on the whole school community.

RE is given priority within the school and standards are in line with national averages. The RE lead is enthusiastic and knowledgeable. She has engaged with diocesan support and attends training and cluster meetings. Pupils at this school enjoy RE and feel safe to express their viewpoints and discuss their ideas. They have a good understanding of Christianity as a living world faith. Other major world faiths are studied, promoting the school's Christian vision and values in developing understanding and respect for diversity, difference, and living well together. However, pupils have not had many opportunities to visit places of worship of different faiths to deepen this understanding. Current RE planning does not use overarching enquiry questions to facilitate skills of enquiry, critical analysis and interpretation. The school acknowledges this as an area for development and has already engaged with the diocese to review planning to encompass a new local agreed RE syllabus and the implementation of Understanding Christianity resources. The new long term plan is now in place and staff trialling the syllabus can see early signs of how it will impact positively on pupils' outcomes.

This is a school with a demonstrable culture of 'love your neighbour as yourself'. A parent commented 'I feel extremely lucky to be a part of this wonderful school where every child is supported and nurtured.'

Headteacher	Donna Prenton
Inspector's name and number	Pamela Hartley (941)