

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Maldon Church of England Primary School

Address	Highland Drive, Maldon, Essex, CM9 6HY		
Date of inspection	29 January 2020	Status of school	Voluntary controlled primary
Diocese / Methodist District	Chelmsford	URN	115130

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

School context

All Saints' is a large urban primary school with 311 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is slightly above the national averages. Since the previous denominational inspection, one of the co-headteachers has been appointed as the substantive headteacher.

The school's Christian vision

Every Child Shines

Our welcoming Christian School is a special place. Children are nurtured to become aspirational and responsible individuals, seizing all opportunities to use their God-given talents and abilities to make a positive contribution to our school, our local community and the wider world.

Key findings

- The vision runs as a golden thread through its life positively shaping its strategic and operational direction.
- In partnership with other school leaders, the headteacher has initiated the 'Seven Spires Partnership' of local church schools to help share good practice and develop aspiring church school leaders.
- In line with their vision, the school has established an innovative intergenerational project and developed strong links with two schools which provide opportunities to widen the pupils' horizons and be courageous advocates for change.
- Collective worship is excellent and given high priority within the school. Monitoring and evaluation of collective worship is now in place although this is not fully developed.
- The school enjoys a strong and supportive relationship with the parish church. They are looking forward to continuing and expanding this through the forthcoming changes at parish level.
- A well-constructed and coherent religious education (RE) programme provides a safe space for pupils to explore a range of major world faiths, including an appropriate focus on Christianity. Opportunities to critically engage with biblical text is less well developed.

Areas for development

- Ensure that the deep and mutually beneficial partnership between the parish church community and the school is maintained and refined in order to expand its impact across the wider community.
- Extend the monitoring and evaluation of collective worship by pupils to help inform future planning and refine practice.
- Develop the RE curriculum to ensure there are greater opportunities for the critical engagement of biblical text and extend the use of 'big questions' in the curriculum more broadly to enhance learning through promoting enquiry and reflection.

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

The school vision runs as a thread throughout its life. It shapes policy and all strategic development. Time has been invested with stakeholders to ensure the vision fits the school context and its commitment to holistic education. The theological underpinning of the vision, rooted in the belief in a creator God who gives everyone talents, is clearly seen in the ways in which the pupils make a 'positive impact on the people around them.' A thorough system for monitoring and evaluating by the governors is in place to ensure the school remains a highly effective church school. Very supportive relationships with the diocese are enjoyed, where the school is rightly recognised and used as a centre of excellence. Likewise, the relationship between the school and the vicar and church community is particularly strong. The church is currently going through a period of change and is committed to working closely with the school to maintain the mutually beneficial relationship that exists as both seek to serve the local community even more effectively. In partnership with other school leaders, the headteacher has initiated the Seven Spires Partnership of local church schools to help share good practice and develop aspiring church school leaders.

From its vision, the school has developed an innovative 'Shine curriculum', which is broad and balanced. Pupils are given opportunities to 'shine in different ways'. The use of enrichment homework helps nurture all pupils. This approach is reflected in progress, which is at least in line with national averages. This includes for the most vulnerable pupils, whose progress is in line with, or above, the national average for non-disadvantaged pupils. There are many opportunities for spiritual development with reflection time within collective worship and prayer in class. The prayer garden is used regularly, and pupils speak of using it 'to be quiet and pray.' A spiritual development progression map within the curriculum is an example of exemplary practice and reflects the importance the school attaches to this. Self-reflection is encouraged too with opportunities to engage with big questions such as 'can Christians go to war?' However, this approach is not fully developed across the school.

In line with their vision, the school creates opportunities for pupils to play an active role in their learning and use their talents to shine. Parents speak of the 'incredibly inclusive' school environment. They welcome the way in which staff put pupils forward for a challenge because they have 'belief in them.' The use of 'have a go heroes' reflect the school's approach and their desire to see all gain confidence to overcome barriers to learning. The school has developed an innovative intergenerational partnership with a local care home (the 'UP' project) which widens pupils' horizons to the needs of others. This project not only helps pupils become courageous advocates for change, but serves to develop their interpersonal skills. One pupil explained how he was more comfortable speaking with others as a result of his experience. The school is an 'outward facing school'. It has developed mutually beneficial links with a school in Newham and one in Zambia, which provides opportunities to celebrate difference and diversity. One pupil spoke of the link as an important way to recognise that 'every school is different'; another commented that we are the 'same people but believe different things.'

There is a tangible sense of welcome in the school and the inclusiveness is reflected in the space given to the celebration of pupils and their work. There are many opportunities for pupils to gain positions of responsibility. Parents refer to the school's 'family feel' and recognise it as a safe environment where 'learning is fun.' The open-door policy welcomes parents as partners in the process of education. Staff are 'trusted to do their job' by a leadership team who they recognised 'genuinely care' for them. Behaviour in school is very good and expectations are high. Effective use of 'reflection sheets' help pupils consider aspects of behaviour and learn from mistakes. Wellbeing and mental health are taken seriously. Regular staff wellbeing surveys help identify needs and this has led, for example, to the implementation of 'coaching partners' for mutual support. The school's commitment to its vision has created an atmosphere where pupils and staff are able to discuss how they feel and express the level of help they require. Emotional first aid support and the use of 'snug time' and a 'calm couch' reflect this level of care. Parents feel confident with the school's approach and speak of their comfort that they 'know my child'. The school's personal social and health education (PSHE) programme and the sex and relationship education (SRE) curriculum are age appropriate and are embedded within the 'Shine Curriculum.' Prejudicial behaviour is challenged, as reflected in the low incidence of bullying. The 'Every Child Shines' achievement wall celebrates difference and diversity and is reinforced in the active links with partner

schools.

Collective worship is central to school life and is a key moment when the pupils feel they 'all come together.' Pupils' musical talents help create a warm, inviting and inclusive atmosphere. Collective worship is often pupil-led, and their involvement has significantly developed since the previous denominational inspection. A good model for effective monitoring and evaluation has been established. However, this is not fully developed. Pupils encounter the teachings of Jesus and are invited to reflect upon the relevance of faith today through the creative use of story and drama. Prayer is natural in worship and pupils recognise its importance, describing it as 'asking for God's help, like we are talking to him.' A proactive partnership between school and the local church significantly enhances the school's worship experience. The decision to invite the church community to worship in the school for the Patronal festival, is inventive and serves to reflect the depth of this partnership.

There is coherent and well-constructed provision for RE which helps the pupils to explore Christianity as a living world faith and to build a respectful understanding of a range of world religions. RE lessons provide a safe space to discuss religious ideas, explore their own convictions, and develop links between faiths. In one lesson exploring the Holy book in Sikhism, pupils were asked to consider its similarity to the Bible. Whilst there are opportunities to engage with biblical text this is less well developed. RE leadership is good and a system for assessment effectively informs planning. The RE lead is a contributor to the locally agreed syllabus and shares good practice with schools locally through the 'Seven Spires Partnership'.

Headteacher	Philip Brown
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