

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fordham All Saints Church of England Voluntary Controlled Primary School	
Mill Road, Fordham, Colchester, CO6 3NN	
Current SIAMS inspection grade	Good
Diocese / Methodist District	Chelmsford
Previous SIAMS inspection grade	Good
Local authority	Essex
Date of inspection	5 March 2018
Date of last inspection	13 February 2013
Type of school and unique reference number	Voluntary Controlled: 115078
Headteacher	Jakki Sibley
Inspector's name and number	Andrew Binnell: 665

School context

This smaller than average sized primary school organises pupils into five mixed age classes taught by seven teachers. The vast majority of pupils are White British. The proportion of pupils with special educational needs or disabilities (SEND) is below average. The proportion of pupils for which the school receives extra funding due to social or economic disadvantage is below the national average. The school benefits from close links with the local church and community.

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

- Overall progress in developments as a church school since the previous denominational inspection is very good. This has included a further strengthening of the school's Christian character.
- The whole school community, regardless of background, lives out the school's explicit and inclusive Christian values. This leads to strong relationships and supports pupils' very good attitudes, manners and behaviours.
- Pupils are fully aware that Christianity is a multi-cultural world faith and respect diversity.

Areas to improve

- Formalise plans for future improvements of the church school within its school development plan in order to enable sustained progress to be made
- Embed the monitoring and evaluation procedures for collective worship, which have been successfully developed since the previous denominational inspection, in order to provide greater focus for future worship plans.
- Extend pupils' understanding of the value of personal prayer as part of their own spiritual journey and as an expression of the school's Christian foundation.

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

The strong ethos of Fordham All Saints extends to all aspects of school life. Its core Christian values are clear, explicit, and well linked to biblical teaching. They are identified as friendship, compassion, perseverance, responsibility, respect, honesty trust and hope. Values are displayed in every classroom and are regularly referred to over each day in school. They are successfully lived out by pupils and adults across the school. The values contribute in a highly effectively way to the school being an extremely calm and happy place. They also support pupils in the creation of very strong relationships and are demonstrated in their very good attitudes, manners and behaviours. As a result, members of this school community care about each other. Pupils and their parents rightly recognise and articulate how these Christian values impact on daily life, inside and outside of school. There are many high quality displays, updated regularly, which reflect the school's Christian character, and often follow the Christian year. In the lobby, there is a display of values together with a tree whose leaves show examples of these values in action. There is also JAS club (Jesus at School) display that shares different stories from the Bible. It also features 'Freddy Fisher,' a soft toy reverend used particularly with reception and Key Stage One pupils to promote worship. A particularly eye-catching display marks the link with Njega primary school in Kenya. It displays a wide range of brightly coloured books and artefacts. In keeping with its Christian vision, the curriculum accessed by learners is broad and creative, and there is a good range of extra-curricular clubs and activities for all. These are popular with pupils and uptake is good, providing pupils opportunities to work together both in and out of the classroom. Provision for spiritual, moral, social and cultural (SMSC) development is good overall. Pupils' spiritual development is deepening and contributes positively to their attitudes and enjoyment of learning. Pupils' academic outcomes in 2017 show above national averages and were in line with school expectations, indicating that their assessment and monitoring procedures are accurate. From their various starting points, the vast majority make at least good progress. The leadership of the school has correctly focussed on raising ambitions for all learners. This is because they rightly recognise that the high attainment and progress of pupils is a key expression of its Christian mission. The living out of their Christian values in daily life results in pupils feeling safe and learning effectively. This means that pupils' wellbeing is taken seriously. As a result of this there are evident improvements in pupils' attendance over time. It is currently well above the national average. Any instances of less than good behaviour are quickly resolved, drawing explicitly on the school's values. One pupil commented, 'You can go up to any teacher and they will listen to you,' and another stated, 'At this school you are not judged.' Pupils are polite and extremely courteous. Their behaviour is of the highest standard. They are very proud of their school and its Christian foundation. Pupils are fully involved in life of Fordham All Saints, for example, as house captains, friendship ambassadors, or in Years 5 and 6 as worship leaders. Pupils are encouraged to think of others and they organise fundraising events for a wide range of charities. Recent support has been provided for Children in Need, Christian Aid and for Red Nose Day. When asked why we support charities one pupil commented, 'We need to realise that we are lucky and should be grateful.' Pupils link charitable giving to the Christian values of their school well. RE contributes well to the school's Christian foundation and provides a range of opportunities to learn about Christianity, Hinduism, Islam and Judaism. This contributes positively to a developing and age-appropriate understanding of difference and diversity. Learners are fully aware that Christianity is a multi-cultural world faith. They have a developing degree of understanding and respect for diversity and difference. The school has responded in a highly proactive way by developing its links with Kenya through a national school-linking programme, supported through the Diocese of Chelmsford. Firm plan to continue these links are in place. Parents spoke of their children's great excitement, over the half term break, about reading online updates from teachers whilst on their visit to Kenya.

The impact of collective worship on the school community is good

Collective worship is well planned and delivered. Each of the eight Christian values is focussed on over a half term in its worship programme. Planning for worship is meticulous and is completed by the All Saints Church outreach worker working with the headteacher and senior school staff. The outreach worker, a former primary teacher, also coordinates the work of the 'Jesus at school (JAS) club attended by 30 to 40 pupils over a lunchtime once a week. These meetings enable pupils to discuss the implications of worship and what this means to them in their lives. Worship which explores the biblical basis of the school's values, makes a good contribution to how these are applied to everyday life. There is a clear structure to worship, including liturgical responses and rituals, which ground it in Anglican practice. All pupils, irrespective of faith or non-faith background, participate in the worship programme, which supports the community feel effectively. Through worship, pupils develop a good understanding of principal Christian festivals. Pupils have a developing understanding of God as Father, Son and Holy Spirit through worship and enhanced through appropriate links in RE. Saying the Lord's Prayer, the school prayer, singing Christian hymns, songs, and the use of candles are established practice. This means, for example,

that pupils have a firm understanding of the words and content of the Lord's Prayer and appreciate something of its significance to Christians. The recent visit of 'I sing Pop' was an enjoyable and inspirational experience for the whole community of Fordham All Saints Primary. The school recognises in its accurate self-evaluation the need to extend pupils' understanding of the value of personal prayer as part of their own spiritual journey. Pupils enjoy each act of worship but particularly enjoy their celebration assembly each week. During this time, pupil's achievements are commended, including when they have demonstrated one of the identified Christian values during the week. The worship schedule is planned annually covering the three terms and effectively exploring school values, thus enhancing their impact on their community. Collective worship is well extended by pupils' having the opportunity to visit All Saints parish church at Harvest, Christmas and Easter and for Year 6 before they leave at the end of the academic year. Further strengthening of pupils' participation in worship has been an ongoing focus for the school's leadership team. This has led to significantly improved pupil participation since the previous denominational inspection. Pupils' now have more opportunities to plan, lead and evaluate worship. A more recent innovation has been the creation of pupil worship leaders. Their role is to work with school leaders to evaluate collective worship in school and at the parish church and help and support future provision through what they have found out. This is another clear indication of the importance of worship and of its strengthened base which ground well it in Anglican practice

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

The headteacher is very well supported by the deputy headteacher and six other members of the staff team who are at varying stages of their teaching careers. The school has responded well to the identified areas for development from the previous denominational inspection. This has led to an effective monitoring schedule that means that the impact of new initiatives are well evaluated and consequently refine practice well. Senior leaders have worked effectively with the wider staff team and with governors, and have successfully built on the school's Christian mission. Though there are well thought out plans for further development of its Christian distinctiveness these are not sufficiently formalised within the development plan. This means that they are not rigorously checked against agreed targets. Partnership with the Diocese is very strong, with regular visits from its diocesan link adviser. All members of staff feel valued and respected. In turn, they inspire high expectations in pupils which impacts positively on their academic attainment and progress. Governors are a stable team with a very good range of expertise. They are well - led by a chair of governors who knows the school particularly well. As a body they are very involved in school life and their role in supporting its self-evaluation is focused and rigorous. The incumbent is well- known to pupils, teaching staff and parents. He makes a positive contribution to the life and the work of this church school. Parents see the school as a caring and inclusive community that puts their children at the heart of its work, based on its Christian values. They correctly recognise that they are well-informed of their children's attainment and progress. Communication is effective and the headteacher has a strong visible presence and operates an effective 'open door' policy. Parents rightly are appropriately involved in school life, for example, through opportunities to attend worship and through various fund raising activities. Statutory requirements for RE and collective worship are met and the leadership of RE and worship is secure. Effective professional, spiritual and personal development for staff and governors within the context of working in a church school is securely in place and effective.

SIAMS report [March 2018] Fordham All Saints CE (VC) Primary School, Fordham, Colchester, CO6 3NN