

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Hutton All Saints' Church of England Primary School</b>			
<b>Address</b>	<b>Cloughton Way, Hutton, Brentwood, Essex CM13 1JW.</b>		
<b>Date of inspection</b>	<b>03/10/2019</b>	<b>Status of school</b>	<b>Academy - Hutton All Saints Church of England Primary School Trust - inspected as VA.</b>
<b>Diocese</b>	<b>Chelmsford</b>	<b>URN</b>	<b>137698</b>

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Hutton All Saints' is a primary school with 230 pupils on roll. The school has a low level of religious and cultural diversity and ten percent of pupils 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 in line with national averages. The school has close links to the Church and local schools and a very proactive Parent and Teacher Association.

### The School's Christian vision

A commitment to excellence within a caring, Christian environment.  
'I can do all things through Christ who strengthens me', Philippians 4:13.

### Key findings

- The school leaders very effectively demonstrate how the school vision informs and shapes the strategic direction of the school. It completely underpins innovation in policy and practice in exemplary ways.
- The relationship between the school, the local church and the community is seamless; the school contributes positively to the Hutton community.
- Collective worship is a strength and the school is ambitious for ongoing refinement and improvement, reflecting its central importance.
- Governors have very effective systems for monitoring and evaluating all aspects of school life. They successfully work with the staff to ensure that the school is a shining example of a Church school.
- Pupils talk positively about how the school vision and its associated Christian values inspire and guide their behaviour and attitudes to work and play. However, pupils' application of the vision and associated values to global issues is less well embedded.
- The school works closely with others to share innovative practice. Illustrated by the sharing with neighbouring schools of the effective assessment system established by the religious education leader.

### Areas for development

- Embed planned improvements to the planning and delivery of school worship in Church.
- Enrich the curriculum so that pupils' study environmental issues in greater depth and relate these positively to the school's vision and associated values.

## **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's vision and a range of associated values are passionately articulated by all stakeholders. The vision has a theological foundation based on the Bible verse, 'I can do all things through Christ who strengthens me'. This is illustrated, for example, through pupils' exemplary attitudes to work as well as their aspirational attitudes. All stakeholders played a part in developing and embedding the vision. Governors are integral to the life of the school. Their support and expertise are evident. They continually strive to further deepen the school's Christian distinctiveness and contribute significantly to the school's excellent Christian leadership. Governors work in close partnership with the leadership and engage fully in opportunities to further their skills. Governors have exemplary systems in place to monitor and evaluate all aspects of school life including RE and collective worship. Their contribution to monitoring is complemented by that of staff and pupils. This ensures that the school is continually implementing innovative ways to support the pupils and staff on their spiritual journeys. RE is given a high priority and commendably enables pupils to develop their knowledge and understanding of a range of world faiths including Christianity, Hinduism and Sikhism. The RE leader is highly skilled and passionate about supporting staff through training. This enables them to deliver inspiring lessons. She has shared her expertise with RE leads in other schools. The parish priest is regularly in school and contributes significant support to the excellent spiritual development of all the pupils. Areas for development from the previous denominational inspection have been successfully addressed by including pupils more fully in planning and delivering worship. They also have planned opportunities to ask 'Big' questions and discuss key Christian concepts.

The Christian vision shapes the way all decisions are made regarding the curriculum and extended learning. A wide range of extra-curricular activities and an extensive programme of trips and visitors into school allow pupils to shine academically and creatively. The caring, fully inclusive ethos is demonstrated by the financial support provided for pupils in need to access extra-curricular activities and residential visits. High aspirations and academic rigour ensure that all pupils flourish and shine. Focused support, delivered by the inclusion manager and her team, ensure that pupils make good or better progress academically and are fully supported emotionally. Staff have high aspirations for themselves and their pupils. A project undertaken by the math's leader has increased her expertise and contributed significantly to two-thirds of pupils in Year 6 achieving a maths level of higher standard. She has shared her good practice with neighbouring schools.

The supportive inclusive vision results in all members of the community having a deep-seated sense of belonging. Leaders successfully promote the development of pupils' self-esteem and high aspirations. The curriculum is commendably utilised to effectively develop pupils' resilience. Pupils are confidently able to relate the vision and values in shaping their attitudes to work and behaviour. The school council lead discussion and decisions on which local and national charities to select for fund-raising. Pupils are passionate about supporting others as a way of following the example of Jesus, sharing what they have and demonstrating courageous advocacy.

To enable all pupils and staff to flourish in this caring school a high priority is given to the wellbeing of staff and pupils and their families. The deputy head is trained as a 'Mental Health Champion' enabling emotional support and signposting to external help when needed. The school effectively uses an innovative emotional literacy and self-regulation scheme that helps pupils to be ready for learning and display exemplary behaviour. The school plays an important role in the community and the church. For example pupils in Year 3 plan and lead termly services at the local Care Home giving the pupils a greater awareness of the needs of the elderly.

Attendance is excellent as pupils enjoy coming to school. Pupils form and maintain worthwhile and satisfying relationships. The curriculum is used very effectively to provide opportunities for pupils to develop greater understanding of different cultures and faiths. Pupils and their parents from different cultures are encouraged to share their knowledge when it contributes to related topics. The school has strong ties with a school in Kenya, pupils regularly write letters and send gifts, demonstrating this term's Christian value of generosity and significantly deepening their understanding of difference and diversity. The school have identified a need for pupils to look more deeply at environmental issues that will affect them in the future.

Collective worship is totally inclusive and engaging. It is the focal point of the day and celebrates fully the school's Christian ethos. The vision and values are referenced throughout. Pupils say that worship does not end when

they leave the hall, it goes with them throughout the day as they can worship God in everything they do. The impact of the school's prayer life is excellent. Pupils say it is a natural way of talking to God. 'It does not solve all problems', said one pupil, 'but it goes a long way towards helping'. Prayers are said several times a day, pupils write their own and the Lord's Prayer is used accompanied by meaningful actions. The way in which pupils are involved in planning, leading and evaluating worship and their subsequent high level of engagement is exemplary. There is a pupil prayer group who leads worship across the school. Termly Prayer Space days take place in the Church. These are opportunities for the school to work with the church and the community and significantly support pupils' spiritual development. The incumbent regularly contributes to the worship programme supporting pupils' developing understanding of Anglican traditions. This has been enhanced by the recent introduction of the Eucharist, with pupils sharing the 'bread of friendship'. The church is used regularly for festivals and other school services. Parents and members of the community join enthusiastically with the pupils and staff. To ensure excellent practice is extended firm plans are in place to increase further planning between the school and clergy for these worship opportunities.

Innovative planning in RE ensures that all lessons are exciting and challenging. Very effective use is made of questioning and critical thinking. Everyone's views are listened to and valued. There is a comprehensive programme of visits to places of worship of other faiths to support the very creative RE curriculum and develop pupils' understanding of how others' worship. Planned opportunities to ask 'Big' questions and the termly Prayer Space days powerfully contribute to pupils' spiritual development. There is an appropriate balance between the teaching of Christianity and other world faiths and fully reflects the Church of England Statement of Entitlement.



**The effectiveness of RE is Excellent.**

There is evidence of exemplary practice in RE throughout the school. The highly skilled RE subject leader ensures that teachers have the training and expertise necessary to deliver inspiring and innovative lessons.

Teaching is always good and often better in all RE lessons and teachers use a robust assessment system to inform their planning and drive forward standards. Marking is used very effectively so that pupils develop enquiring minds and know how to improve their work. Attainment and progress for all pupils in RE is good or better than the national expectations and is in line with other core subjects. Lessons are fully inclusive with support for pupils with any educational needs or disabilities. This ensures that all pupils flourish.

Headteacher	Jeanette Manookian
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