

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

## Sarratt Church of England Primary School

### Vision

'A Small School with Big Aspirations and a Huge Heart'

The Sarratt Way: we treat others the way we would want to be treated ourselves (Luke 6:31 'Treat others just as you want to be treated'); we do our best to be our best (Colossians 3:23 'Whatever you do, work at it with all your heart').

Our core values: Courage, Compassion, Creativity

### Strengths

- Pupils and adults embody 'The Sarratt Way.' This vision inspires a deeply embedded, nurturing culture where 'we treat others the way we would like to be treated'. As a result, pupils and adults feel loved for their uniqueness as individuals.
- Strong leadership has developed a dedicated staff team who model energy, hope and devotion to the power of a flourishing school community. This generates a passion for equity, diversity and inclusion, which is at the heart of the school's work. Pupils are inspired to work together to 'do our best to be our best'.
- Active story telling approaches inspire children to retain stories from the Bible. This engages pupils effectively in the meaning and interpretation of key biblical texts.
- Collective worship is closely linked to the school's vision and values. It is clearly planned and organised. Partnerships with local clergy create opportunities to take worship into the local community and allow the Christian vision to impact beyond the school boundary.

### Development Points

- Ensure a systematic programme of monitoring by leaders and governors that accurately evaluates the impact of the school's Christian vision. This is to enable leaders to devise precise plans for further improvement as a Church school.
- Build on the work undertaken with staff on developing a common language and approach to spirituality. This is in order to enrich the flourishing of pupils' spirituality through planned opportunities in the curriculum.
- Continue the development of the religious education (RE) curriculum, focusing on enabling deep understanding and engagement with a range of faiths and worldviews. This is to ensure that pupils flourish in all aspects of RE.



## Inspection Findings

'The Sarratt Way' is absorbed into the life of pupils and adults at Sarratt School. This clear vision, underpinned by Christian narrative, drives the school's relationships and decisions. There is a genuine sense of welcome where 'you can feel God,' as one member of staff described. Leaders are committed to doing all they can to ensure pupils and adults thrive and flourish as unique individuals. Staff and parents acknowledge the powerful, personal leadership provided by senior leaders. This results in a dedicated staff team who are emotionally attached to serving their community. Following 'The Sarratt Way', adults inspire pupils to 'do our best to be our best' in all they do. Trust leaders provide effective support for aspects of the school's work, whilst enabling the school to retain its own character and approach. This ensures the school can follow its Christian vision and meet the needs of their community and context. Members of the local governing body know the school well. They cite examples of the school's vision and values in action. For example, on a residential visit where courage was needed to complete a challenge, pupils supported and encouraged one another to succeed. However, in addition to these personal examples, there is no formal monitoring of the school's vision and its impact. Trust processes have not identified this deficiency. This limits the accuracy of evaluation as a Church school. It means plans for increasing the impact of the school's Christian vision are not precise.

The curriculum is designed with high aspirations. The school's core value of courage harnesses pupils' resilience to tackle learning challenges. Creative approaches bring the curriculum to life. Music, art and drama are highly regarded. Pupils enjoy these opportunities. They created springtime photography that was shared with the local community in the parish church. This combination of creativity and courage to aspire secures the flourishing of pupils. The diocese has provided training on approaches to spiritual development. Consequently, staff have a clear, shared understanding. However, pupils do not see or understand the approach. This limits the extent to which pupils reflect and deepen their spirituality through the curriculum.

The Christian vision and core values are intrinsically woven into the school's planning for collective worship. Support from local clergy is empowering. The school have an effective and engaging approach to sharing biblical texts through active storytelling. This enables pupils to retain and recall stories from the Bible. Pupils describe in detail how they have been following the stories of Moses from the Old Testament. However, the lack of sharing the school's language of spiritual development with pupils restricts the extent to which they can flourish in collective worship. Links with clergy have created opportunities to hold worship in the parish church and involve the community. This has enabled the Christian vision to impact individuals beyond the school. The inspirational living nativity trail around the village at Christmas was highly valued locally. It enabled the community to see anew the story of Christ's incarnation.

This is a school with a 'big heart'. A compassionate culture ensures that adults and pupils 'treat each other as they would like to be treated' and seek opportunities to do things for others. Central to the school's work is a zeal for equity, diversity and inclusion. This is modelled by staff and lived out by adults and pupils. There is long-standing engagement with an inclusion charity. Partnering with adults with learning disabilities, this work in school focuses on using music to unite, make connections and normalise disability. Pupils have partnered with the charity to lead workshops and performances in a local theatre. They have presented their involvement to a nearby headteachers' network. This powerful project has resulted in a hugely accepting and respectful community. For the festival of Rosh Hashanah, Jewish pupils shared apple juice and homemade honey cake with the whole school. They explained the significance to them of these symbolic items. The school take on the mantle to ensure that pupils 'see themselves' in school. For example, through a diverse range of books in the school library, and a whole school Makaton 'sign of the week'. Classroom adaptations and support for pupils with special educational needs is effective. Parents praise the school for the speed with which they make necessary changes or provide bespoke support for individuals facing challenges. Likewise, following 'The Sarratt Way',



adults surpass themselves in supporting one another when facing difficult personal times. Also inspired by the vision, pupils are keen to become role models and take on positions of responsibility, including as litter monitors or values ambassadors.

A sense of compassion and responsibility extends to the local environment and support for national charities. In one year group, pupils nurture trout which are then released into the river. They wrote to the council to share their concern about the levels of river pollution. Pupils support charities including a national cancer campaign group and an organisation who collect fabrics for recycling and reuse. Some pupils proactively engage in seeking to make a change in their family or locality. For example, in reducing single use plastic or increasing recycling. However, there is not a wide understanding amongst pupils of the need for them to be a force for change in the world.

RE is led with enthusiasm and passion. Diocesan training for the subject leader has had clear impact. The curriculum has been evaluated and this has resulted in accurate identification of priorities. The profile of RE in the school has been raised. In the first year of development, planning for Christianity has been reviewed. This has ensured pupils gain a deeper theological understanding behind the stories and concepts they encounter. Training from the diocese and support from the subject leader has ensured staff are confident to teach this. In one year group, pupils identified books that they turn to and read when they seek cheering up or inspiration. They understand that, in a similar way, the Bible brings some people comfort, peace and stories that are rules for life. However, pupils' depth of understanding is more limited towards other religions and worldviews. Curriculum content is not as challenging, and pupils do not ponder as deeply across the breadth of faiths and worldviews studied. As a result, this limits their flourishing in RE.

## Information

Address	The Green, Sarratt, Rickmansworth, Hertfordshire, WD3 6AS		
Date	4 October 2024	URN	146723
Type of school	Academy	No. of pupils	166
Diocese	St Albans		
MAT/Federation	Chess Valley Primary Learning Trust		
Headteacher	Nicola O'Hare		
Chair of Governors	Melanie Boda		
Chair of Trustees	Geoffrey Roberts		
Inspector	Rob Halls		