

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Souls Church of England Primary School

Foley Street
London
W1W 7JJ

Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAMS inspection grade	Good
Local authority	Westminster
Date of inspection	15 November 2016
Date of last inspection	6 October 2011
Type of school and unique reference number	101121
Headteacher	Alix Ascough
Inspector's name and number	Allan McLean NS823

School context

All Souls is a slightly smaller than the average sized primary school with 201 pupils currently on roll. The number of disadvantaged pupils has steadily reduced over the previous three years and is now broadly in line with the national average. The proportion of pupils from minority ethnic groups and the number of pupils who speak English as an additional language is significantly above the national average. The school is closely linked with All Souls parish church and the associated All Souls Clubhouse church. A stable staff team has been retained since the previous inspection. Ofsted judged the school to be good in March 2016.

The distinctiveness and effectiveness of All Souls as a Church of England school are outstanding

- Everyone involved in the school community works closely together to embed a clear vision and mission for the school that is deeply Christian and inclusive of all.
- Pupils, parents and staff are incredibly proud of belonging to their school where relationships are strong and where pupil attitudes and behaviour are exemplary, as they live out the schools mission 'Learning and growing through faith, hope and love'.
- Pupils achieve exceptionally well in all aspects of school life as a direct result of the shared drive by all of the school community 'to be the best we can be'.
- The leadership of the Headteacher, ably supported by governors and other senior leaders, including the staff team at All Souls and Clubhouse, is excellent in driving forward significant improvements as a church school.

Areas to improve

- Extend the depth of pupils understanding in religious education (RE) by providing them with an increasing vocabulary that enables them to articulate their thoughts with clarity.
- Ensure that collective worship has a stronger focus on God as Father, Son and Holy Spirit so that pupils recognise this more fully and can talk about it with a greater depth of understanding.

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

School leaders have thought deeply about the vision and mission of the school over the past two years and have consulted widely with all of the school community. The vision, mission and values are all carefully interwoven and are based on a clear theological understanding, underpinned by biblical teaching. The Christian values change each half term and run deeply through all aspects of school life. This is evident in the teaching and planning across all areas of the curriculum, collective worship and in the many ways the values are communicated and lived out by staff and parents. Whilst being explicitly Christian in its mission, the school is inclusive of the whole community, irrespective of their abilities or their faith or non-faith position. This is clearly shown in the exemplary behaviour of pupils and the very strong and caring relationships evident between members of the school community. The school successfully supports and extends all pupils' academic attainment and progress so that they make at least good and often excellent progress from their various starting points. At the same time, it productively supports their strong personal and social and emotional development. This means that pupils are happy in school as shown by their positive relationships and the support they provide to one another. There is a wonderfully creative learning environment where pupils of all abilities are encouraged effectively to engage and 'to be the best they can be' in order to fulfil their God-given potential. Pupils' spiritual, moral, social and cultural (SMSC) development is taken extremely seriously and linked explicitly to the work of the governor's ethos committee which is responsible for monitoring and assessing this across all aspects of school life. The excellent worship, RE and personal development programmes are of central importance to the school's life and work. Pupils greatly enjoy RE and see its relevance in helping them to understand a range of faiths and different life perspectives. Thus it contributes very well to pupils' understanding of difference and diversity.

The impact of collective worship on the school community is outstanding

A varied programme for worship has become firmly embedded. The importance of collective worship to the personal and spiritual development of pupils is recognized by all members of the school community. As one pupil stated 'A school without worship would not be a good school. It guides our thoughts and values and makes our school special.' Collective worship includes a regular and detailed exploration of key biblical texts. These are effectively and closely linked to school life and to some of the religious, moral and ethical issues of the day. For example, in response to anxiety in the community following a high profile political vote, time for reflection and prayer was planned into collective worship. Through worship students develop a clear understanding of the Christian year as well as a deep understanding of the importance of Jesus for Christians and the relevance of his teaching for life today. Aspects of Anglican practice are clearly evident. For example, by using a lit candle to represent Jesus as the light of the world, pupils are welcomed into worship, whilst also singing the hymn 'Here I am to worship'. The pupils are incredibly passionate about the importance of collective worship. They have established a junior worship leaders group which meets regularly to evaluate collective worship and to provide suggestions for music, songs and prayer. As a result of their ideas, the school has recently developed a prayer rainbow in the hall sharing prayers written by staff and pupils. Prayer plays a central part in worship and pupils frequently have the opportunity to write prayers, reflect on items for prayer and lead prayer times. They have also been instrumental in ensuring pupils become more active in leading all aspects of collective worship. The junior worship leaders are made up from a group of pupils of different faiths, all of whom regard collective worship as significantly important to the life of the school and who were elected by other pupils for their demonstration of the school's core Christian values. Worship is carefully planned and involves clergy and members of staff from All Souls church and the associated All Souls Clubhouse, including the new school worker employed by the Clubhouse. The ethos committee of governors, along with clergy and members of the leadership team plan a varied programme of collective worship which has included a wide range of Anglican worship leaders from around the world including Africa, South America and South Korea. This was organised through the links established by the parish church, All Souls. Clear systems for regular evaluation of collective worship are in place. Formal observations are recorded at regular intervals and discussions take place at both the ethos committee and junior leaders meetings so that everyone has a voice. This evaluation process is used to inform future planning. Worship impacts meaningfully on the lives of pupils. This can be seen through the recent opportunity to attend Westminster Abbey for a special remembrance service. It also encourages social action such as involvement in fund raising events in order to support various charities. There are some planned opportunities within worship to consider the significance of the Christian concept of God as Father, Son and Holy Spirit. However, further thought needs to be given as to how pupils understanding can be developed and how this concept can be incorporated more frequently into collective worship.

The effectiveness of the religious education is good

RE has a high profile and supports the school's Christian ethos and values. There is a very clear balance between the study of Christianity and addressing world faiths, such as Hinduism, Judaism and Islam. Through this pupils learn about the importance of faith in the world today and relate aspects of religious teaching to their own lives, irrespective of their personal position. Lessons are well planned and activities engage pupils and develop their knowledge and understanding. Attainment in RE is at least in line with national expectations whilst pupil progress, from their various starting points, is very good. Robust and meaningful assessment systems have been put in place to monitor carefully the progress pupils' make. RE is led by a committed and enthusiastic subject leader who works extremely hard to promote RE across the school. She has provided on-going professional development for the staff team whilst attending training at the London Diocese. Careful and detailed monitoring of progress and of teaching in RE is undertaken by the subject leader alongside other members of the leadership team. This has ensured there is consistency across the school. Pupils of all ability levels are engaged and on task as a result of consideration given to the range of activities on offer. However opportunities for tasks that provide pupils to explore at even greater depth should continue to be considered. They enjoy their learning and participate extremely well in activities either individually, in pairs or in groups. The quality of teaching is consistently good. Work is very well presented and pupils take a pride in the quality of their work. The school has introduced the concept of using 'big questions' to add a philosophical challenge to the programme of study. Further embedding of this approach is required in order to develop and extend the depth of pupils understanding in RE and increase pupils' associated vocabulary. The new Diocesan syllabus has been adopted and has led to improvements in curriculum coverage.

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

The excellent and dedicated leadership of the senior leadership team, ably supported by governors, means that there is a clear, Christian vision for continued improvement. The school knows itself well through thorough self-evaluation and detailed monitoring. This leads to informed and accurate development planning which impacts positively on supporting the needs of all pupils. Consequently, pupils flourish both academically and socially. Parents are very well informed about the progress their children are making and are suitably supported through parent forums in order to support learning at home. Parents are effusive in their praise for the school and the positive impact that the leadership team have had as a result of a well-established set of Christian values. Parents commented 'we feel the school is on the way to the top and we are all achieving this together'. They are appreciative of how the Christian values have an impact on the pupils' social and moral wellbeing. They comment on how they are challenged and questioned by their children in relation to the values, for example, 'Is that showing compassion?' Parents of all faiths strongly believe that the school encourages their children to be 'the best that they can be' through 'Faith, Hope and Love'. Links with the local Anglican church are strong and links have been made with churches from all around the world. The parish church, All Souls, and the Clubhouse work closely together with the school. They mutually benefit one another by serving the community together through this close partnership.

The governors have developed an ethos committee to ensure the school vision and mission underpins the work of the school. Through careful succession planning and new appointments to the governing board they have been successful in ensuring they are well placed to uphold the foundation and ethos of the school. The Headteacher has ensured leadership is devolved at all levels across the school. All members of staff take turns in leading a time of reflection at the morning briefing meeting. The school has invested heavily in Diocesan training and support for school leaders in order to secure leadership of church schools for the future. The school meets statutory requirements for RE and worship. The leadership of both areas is effective.

November 2016 All Souls CE Primary School, Foley Street, London, W1W 7JJ