

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Voluntary Aided Primary School

Cricklewood Lane, Childs Hill, London NW2 2TH

Current SIAMS inspection grade	Good
Diocese	London
Previous SIAMS inspection grade	Good
Local authority	Barnet
Date/s of inspection	24 May 2017
Date of last inspection	3 May 2012
Type of school and unique reference number	101315
Headteacher	Philip Taylor
Inspector's name and number	Revd John Pearson-Hicks 760

All Saints' is a smaller than average school serving a diverse part of northwest London. Since the last inspection the number of learners who have English as an additional language have risen significantly to 56% and the proportion of pupils who have special educational needs is above average. Pupils eligible for free school meals is well above the national average. The school has a close relationship with the local church. The vicar, who was in post for many years, retired last year and the church is currently in the process of appointing a new vicar. The chair of governors has been in post since last year. In January 2017 Ofsted graded the school as requires improvement.

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

- Since the last inspection an explicitly Christian vision, school motto and Christian values have been embedded in the life and work of the school. This is supported and valued by staff, parents and children, so that relationships amongst adults and children are strong.
- Worship is a valued aspect of the life of the school and makes effective connections between Christian values and the world.
- Children and staff are clear about the ways in which prayer is used in school and church and those who are not from the Christian faith are sensitively included.
- Pupils enjoy Religious Education (RE), achieve standards that are generally in line with national expectations and make satisfactory progress given their various starting points.
- The impact of committed and purposeful governors are clearly evident in the work of this distinctly Christian school.

Areas to improve

- Improve the quality of teaching and learning in RE by ensuring that tasks are pitched accurately and provide appropriate support and challenge, enabling pupils to make rapid progress.
- To ensure that the teaching and learning of RE provides consistency across the school through regular in-school moderation of the subject against a clear set of expectations, along with opportunities for continuing professional development.
- Involve pupils more systematically in the planning, delivery and evaluation of whole school worship.

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

Since the last inspection the school, in partnership with governors, incumbent and staff, has developed a clearly defined set of Christian values – compassion, hope, perseverance, respect, trust and wisdom. The school focuses on one Christian value each term, which is expressed in various ways; during collective worship, displays and signage

around the school, the school website and in newsletters. The distinctive character of the school contributes to the children's self-worth and understanding of others within an 'unapologetic' Christian context. These values are effectively shared by leaders and staff so that children and families know and understand them and how they help to 'meet the needs of all our children'. This has led to a clear understanding by the whole school community and responds to the liturgical year and significant events in the life of the school and church. Children articulate the Christian values of their school with enthusiasm and give good examples of their 'perseverance' in their work and in problem solving. Children also clearly explain how their charitable work is linked to the values of the school. The children give many examples of how learning about their own faith and the faiths of others has deepened their knowledge and understanding of each other. The impact being that they know how this relates to the school's Christian values, themselves and their peers and this encapsulates the school's motto, 'Learning with Faith'. Pupils are clear that they are well behaved because values like peace 'help us get on with each other'. As a result, pupils enjoy positive relationships with one another and are enthusiastic about their school and its values. The school has continued to improve the attendance and figures are now above the national average. Following the recent Ofsted inspection, the senior leaders and governors are working more closely with the diocese to ensure there is greater clarity in how they meet the needs of all learners and consequently improve outcomes for pupils. Leaders know and understand where rapid improvements are required and there is evidence to show that pupils' academic progress and achievement is improving. Pupils are clear that the Christian faith is central to the life of the school and they value this because it is meaningful and relevant. Pupils speak openly about enjoying Religious Education (RE) and 'especially since we started learning about other faiths'. They say that it helps them 'think about what others think', especially when the school uses visitors to support learning, because this 'gets us interacting' with one another. As a result the children are fully aware of the multi-faith environment in which they live, celebrating diversity of belief but knowing this is a Christian school.

The impact of collective worship on the school community is good.

Collective worship is now clearly based on Christianity and the school uses a variety of resources to support its work in expressing Christian values. The impact of this is that staff, children and governors all agree that the Christian values are important because they are relevant to the modern world and acknowledge the heritage of the parish church. The school community enjoys the variety of styles and contexts that 'punctuate the week' which give meaning and purpose. Children articulate very clearly that they enjoy collective worship because it is 'active, interesting and helpful'. Pupils speak enthusiastically about worship and how they would make it even better. Worship is clearly Christian, grounded in the Bible and the in the person Jesus which means most children have an understanding of God as Father, Son and Holy Spirit. The children's use of language to describe their experiences of worship in school and church is positive. The school has developed its prayer life significantly since the last inspection through prayer areas, extemporary prayer by children and prayers during the school day. Children understand prayer to be important because it 'helps us talk to God' and that prayer is crucial in bringing about peace. Children make direct links between prayer and worship, their lives and the lives of others, and everyone feels able to be involved. Worship is thoughtfully planned by the headteacher and RE leader, based on the school's Christian values and drawing on themes through Christianity, major festivals, current events in the UK and abroad. The quality of resources used to support collective worship are a developing strength of the school, which is another reason why the children say they enjoy worship so much. This has led the children to have a good understanding of how the school's Christian values apply to the world beyond the school grounds. Children refer to the parish church as 'our church' and enjoy going to All Saints' Church regularly which adds to their understanding of Anglican traditions and practice. These strong links are articulated by the children because they talk about 'missing' their vicar (who has recently retired) and their weekly visits to church. Parents and governors talk of the impact these links have made and how the school has been actively involved the process to appoint a new incumbent. Leaders and governors are evaluative and plan strategically for the future so that there is a more systematic approach to developing the worshipping life of the school through the gathering of the views of a wider range of people. Collective worship is not yet outstanding as children are not systematically involved in planning, presenting and evaluating whole school worship.

The effectiveness of the religious education is satisfactory

The quality and quantity of the children's work in books, collaborative work books and in displays in class and around the school shows some improvement since the last inspection. However, leaders are aware that there is some inconsistency of practice in the teaching of RE. Where practice is good, there is evidence of careful planning, the use of effective questioning to provide challenge and work which is pitched accurately to meet the needs of the children. The written work in some books is of a good standard but this is not consistent across all classes. In general by the time children leave the school they have made at least satisfactory progress from their various starting points and have developed a good understanding of Christianity and a range of other world faiths. The

curriculum is well balanced with an emphasis on understanding the Christian faith as being central. Children are reflective and thoughtful during discussions in lessons and make connections between their own faith and that of others. Following a recent whole school RE day the children said one of the reasons they enjoy RE so much is because it includes poetry, songs and 'fun activities'. In another lesson one pupil spoke of how RE 'made me think deeply about death' and made direct connections to collective worship that day. The use of creative resources and recording has led to the youngest children in school being able to express their thoughts and feelings effectively because staff value the use of practical work, stories and questioning. Thoughtful and engaging marking has resulted in the children being clear about why they enjoy RE and that it has an impact on the way they view the world. The children say that they like it when they visit the church and other places of worship to support their learning in RE because it gives them an understanding of the views of others. The profile of RE has increased within the life of the school since the last inspection and staff and governors see the importance and impact of regular monitoring and self-evaluation. The use of a newly introduced assessment system is encouraging staff to reflect more effectively about outcomes of lessons, whilst enabling the children to think more deeply about topics. The RE leader provides individually tailored support to staff on using the new diocesan syllabus which the school implemented in September 2016. This is helping children have a broader and deeper experience of Christianity and the other world religions. Each year group focuses on one major world religion which has led to the children being really excited about their learning and enabled them to make comparisons with Christianity. The older children in the school say that this is 'the best improvement' in recent years. Whilst there is still much to do, the school has implemented a range of systems and structures to address the areas of development since the last inspection. In order to be good, the leadership of the school now needs to be more rigorous in monitoring to ensure where standards are not as strong as other classes, a greater impact and more speedy improvement is seen so that expectations and outcomes are consistently improving across the school.

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

Since the last inspection the governing body, alongside staff and the parish, has developed a clear set of explicit Christian values. Leaders, especially the headteacher and governors, confidently articulate their vision of 'Learning with Faith' for the school, its Christian values and how they use them to bring about developments. The school community is clear about the Christian values and why they are important which is especially evident when talking to governors and staff. Following the school's recent Ofsted, the rate of progress and standards of achievement, including the most vulnerable, are showing signs of improvement. The explicit values of 'compassion, hope, perseverance, respect, truth and wisdom' are shared effectively throughout the school and in collective worship. There is a consistent message which the children describe as perseverance 'because we just don't give up' and compassion in 'thinking of others before ourselves'. The school undertakes a wide range of charity work from 'health, poverty and action', to Water Aid. This enables children and adults to make good connections between what they have as individuals and as a school, in helping those less fortunate than themselves. Relationships between pupils, staff and the church are a strength because the whole community are working together to ensure relationships are mutually beneficial. The impact being that the local community, especially the local nursery, are effectively contributing to the life of the school and this has been very fruitful. Children are well behaved, polite and generous in the way they talk about 'their school' and 'their church'. The children articulate a clear understanding of the importance of how and why they ensure all faiths and cultures are valued in their school. The senior staff and governors know their school well and what they need to develop to bring about faster change. Leaders have ensured that RE, collective worship and the school's curriculum is based on the needs of the pupils and ensures those who need support, receive it. For example the use of the delegated school budget to effectively develop the children's social, moral, spiritual and cultural development through a variety of 'needs led' interventions and learning mentor support. Staff and children clearly recognise the importance of positive relationships and good behaviour and this contributes to the quiet and purposeful atmosphere within the school. Governors are clear about the future leadership needs of the school and have ensured professional development and challenge through diocesan (GROW) support are key to whole school development. The strong relationship between school and parish is clearly evident and is seen by all as a great strength and source of support for both constituents. They acknowledge having had the same incumbent for four decades there will be new and exciting challenges and opportunities ahead. School leaders now need to develop the way in which they self-evaluate their work to include all members of the school community so that it results in greater consistency throughout the whole school.

SIAMS report 05/2017 All Saints' CE VA Primary School, Barnet NW2 2TH