

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints CofE School

**Bishops Avenue
Fulham,
London
SW6 6ED**

Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAMS inspection grade	Outstanding
Local authority	Hammersmith & Fulham
Date of inspection	18 October 2016
Date of last inspection	23 September 2011
Type of school and unique reference number	VA 100344
Headteacher	Carol Gray
Inspector's name and number	Gladys Vendy NS 299

School context

All Saints is an oversubscribed one form entry primary school with a full time nursery class. The school has close links with All Saints Church, Fulham. The majority of pupils are of White British heritage although other nationalities are represented. The proportion of pupils who speak English as an additional language, who are supported by the pupil premium funding or who have special educational needs or disabilities is below the national average. A significant number of children are from practising Christian families. The school received a short Ofsted inspection in March 2016 and was judged to be good.

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

- The strong leadership and Christian vision of the headteacher, senior leadership team (SLT) and governors enable the pledge 'to help every child achieve their potential' to be fully realised in an inclusive and caring environment.
- The seamless links with All Saints church and the support of the clergy team make a significant contribution to the richness of collective worship, the spiritual development of the whole school community and the high standards achieved in religious education (RE).
- The embedded prayer life of the school underpins the positive relationships between all groups of the school community.
- The strong pastoral care which is reflected in a nurturing environment supports children in all circumstances so that they thrive and succeed.

Areas to improve

To improve the standards in RE through:

- The full and consistent implementation of the new scheme of work.
- The sharpening of assessment procedures to ensure that planning is properly informed and pupil progress is more rapid.

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

The Christian values of the school, which were chosen and agreed by pupils, staff and governors, are fully embedded in the life of the school. They are reflected in the calm, focussed working atmosphere which fulfils the pledge to 'help every child achieve their potential'. The school's inclusivity, where children with profound needs thrive and their success is celebrated, is shaped by its strong Christian character. Christian values expressed through very good pastoral care have been a comfort to pupils, parents and staff in times of grief and difficulty. The Christian framework for living encompasses a nurturing environment in which children reach standards well above the national average. The cohesion of the values is shared by parents who affirm the links between school and church as 'two in one – All Saints, All People'. Children talk about the influence the values have on their lives. For example when describing the value of love children said 'we care for each other, forgive each other and know we are all God's children'. This means they look forward to coming to school so that attendance is above the national average. Relationships between all groups are positive. As one adult said 'we are a close-knit family'. The Christian values of the school have been further promoted by the implementation of 'RULER', a tool for developing emotional intelligence and resilience. As a result children express and understand their own and the feelings of others better, so that behaviour is both very good and empathetic and a harmonious atmosphere prevails. In addition to an effective curriculum, children of all faiths participate in a wide range of activities which contribute significantly to their excellent social, moral, spiritual and cultural development. Children understand that 'we all have gifts which are important to God'. Teachers who have worked in Christian schools in Angola and Rwanda have shared their experiences so that children are aware that Christianity is a multi-cultural world faith. The teaching of RE makes a significant difference to the Christian character of the school because children learn how to relate the teachings of Jesus to their own lives 'love your neighbour as yourself' said one child.

The impact of collective worship on the school community is outstanding

Collective worship, which is distinctively Christian, is an integral part of the daily life of the school. It is very well planned by the headteacher and the vicar providing coverage of the liturgical year as well as themes linked to biblical material and the school's Christian values. It gives children the opportunity to regularly reflect on the spiritual and moral aspects of their lives. The impact is seen in their positive relationships and attitudes to others within and beyond their community. Children develop an age-appropriate understanding of the Trinity and of Anglican traditions, are knowledgeable about Christian festivals and can identify the seasons of the church calendar. They learn about the sacraments in RE and from the twice termly Eucharist, where children act as servers, and to which parents are invited. A significant number of children are admitted to Holy Communion and continue to attend Sunday worship after they have left the school. Prayer is a flourishing part of school life. Children are familiar with a range of prayers and responses for different situations. A reflection table in each class provides a focus for its own self-written prayer book. An active parents' prayer group prays regularly for the well-being of the staff and children. A 'pop up' prayer week was well attended by all groups of the school community. All these opportunities for prayer enrich the spiritual development of the school community. Monitoring and development of worship, an issue in the last inspection, has been addressed and a worship committee of children meet regularly with the clergy and headteacher to suggest ideas. As a result, children are now actively involved in worship and their enjoyment has increased. Evaluations are regularly recorded by staff, children and governors which have led to changes and improvements in worship.

The effectiveness of the religious education is good

RE which is central to school life inspires children through offering a range of rich experiences. Its importance is reinforced by their bespoke RE exercise books which journey with pupils through the school. Class books record a wide range of creative activities. A new scheme of work, with Christianity at its heart, has been introduced through well-managed in service training. However it is not yet consistently implemented across the school. Standards are high in RE and often children are working at a greater depth within the expected standard. Attainment is either above or in line with core subjects. Assessment procedures, which are being reviewed, need to be sharpened to ensure that planning is properly informed so that pupil progress, which is good, becomes more rapid. Godly play continues to be a powerful tool to develop pupils' skills of interpretation, reflection and enquiry. This was seen in an

outstanding lesson about the Exodus which totally absorbed younger pupils who made some thoughtful observations. A clergy-led teaching programme, which often takes place in church with individual classes, further extends children's spiritual understanding. Visits to other faiths places of worship and the input of parents of other faiths enhance children's understanding of different belief systems. A display about Buddhism shows that older pupils are able to compare meditation with the reflection that they practice in Christian worship. Lessons observed confirmed that the quality of teaching is good and sometimes outstanding. Children are stimulated to respond to well-marked work and this contributes effectively to pupil progress. The RE co-ordinator, who was new to the role last year, is well supported by the SLT and the diocese. Thorough monitoring and evaluation with the governors has enabled her to draw up an accurate action plan which should lead to even more exciting work in RE.

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

The strong leadership of the headteacher, SLT and governors consistently articulate a clear Christian vision for the school that impacts upon the well-being of the whole school community. The school's website accurately identifies what the school means by Christian distinctiveness. Rigorous monitoring ensures that specialised support systems are used wisely and all children are treated as unique to God. The work of the inclusion manager ensures that school and church together provide wrap around care for the vulnerable. Effective worship and the good provision of RE, which meet statutory requirements, is the result of strong leadership. Proactive governors, who often volunteer their support in classrooms and who know the school well, means that self-evaluation is accurate and strategic planning is strong. Governors effectively monitor and evaluate the school's Christian distinctiveness, collective worship, spirituality and RE. There is often a visible clergy presence to parents arriving at the start of the school day and this helps to seal the union between All Saints church and the school. These strong links are intertwined and mutually supportive through prayer, social events and teaching and learning. Church and school share their support of charities and overseas links which help pupils to develop an understanding of local and global communities. Teachers and governors are encouraged to attend courses for future leaders of church schools which brings stability to the leadership and management of the school. Pupil voice is strong in the school and gives children the opportunity to make a difference. Parents of all faiths actively support the school through the action of Christian values. Partnerships with a range of other groups, including a nearby Anglican primary school, help to promote the outstanding distinctiveness and effectiveness of All Saints as a church school.

SIAMS report October 2016 All Saints CE Primary School, Fulham SW6 6ED