



National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints' Church of England Primary School

Rotherfield Road,
Carshalton, Surrey
SM5 3DW

Previous SIAMS grade: Good

Diocese: Southwark

Local authority: Sutton

Dates of inspection: 28 November 2014

Date of last inspection: October 2009

School's unique reference number: 103004

Headteacher: Emma Hart Dyke

Inspector's name and number: Hilary Ferris 276

School context

All Saints is expanding, growing by one form of entry each year. It serves the local area of Carshalton. It has lower than national numbers of children with Special Educational Needs and disability (SEND), English as an Additional Language (EAL) and pupils entitled to the pupil premium. The admissions criteria have changed from 100% foundation places to 80% foundation and 20% open places. The school was judged to be good by Ofsted in September 2014. Many of the families attend local churches.

The distinctiveness and effectiveness of All Saints CE Primary School as a Church of England school are outstanding.

- Dedicated and inspirational Christian leaders who keep the Christian ethos and values at the centre of school life and continually strive to improve the school as a Church school
- The Christian ethos and relationships which promote and support the spiritual development of all learners
- The centrality of prayer and worship in the school community
- The quality of teaching in Religious Education (RE) that leads to high standards

Areas to improve

- Extend the opportunities for pupils to plan and lead worship

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

All Saints has identified nine Christian values which underpin all areas of school life. They are displayed around the school, linked to their biblical roots, and pupils articulate the importance to them as learners and as individuals. Pupils interviewed talked about the positive impact of the values on different aspects of school life, such as behaviour and their attitude to their learning. One pupil said: 'We try to behave as God wants us to and our faith runs through different lessons'. Achievement in the school is good and is driven by the school's Christian commitment to every child.

Relationships between pupils and between pupils and adults are very positive and founded on the values. There is a strong sense of trust and a safe environment, where pupils feel free to speak about their beliefs and faith and where the views of all are respected. One pupil said, 'we should respect people of all different religions'. Opportunities for spiritual, moral, social and cultural development run through all areas of school life. All pupils interviewed, Christian, of other faiths and of no faith talked about the opportunities they have to discuss the important and significant issues in life. There is strong evidence of good spiritual development in the school. One parent said, 'I haven't yet in, all my school visits and trips, found a single child at All Saints who doesn't know or understand the Christian values and ethos that the school promotes and teaches'.

Each classroom has a reflection area used by the pupils for reflection and quiet prayer. This emphasizes the Christian ethos of the school. There are prayer books used for prayer during the day and the children's own prayers are offered up in worship or by the prayer buddies. RE makes an important contribution to the Christian character of the school and is seen by staff and pupils as a special and important subject.

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

One pupil interviewed said, 'worshipping and praising is part of everyday' and worship is seen as a vital part of school life. There are clear Christian themes, carefully planned and well delivered. This means that the children receive a consistent Christian message and they talk very positively about the quality of the worship they experience and the relevance to their lives. They value the range of different worship styles they are offered. In addition to the school staff and the Rector, ministers from other local churches also lead worship. Pupils say this develops their understanding of their faith. Staff attend worship which both contributes to the sense of a worshipping community and also means they can refer to worship where relevant during the school day.

There has been a recent focus on the concept of the Trinity, supported by the Rector, and pupils were able to talk about and articulate their understanding of God as Father, Son and Holy Spirit. Collective Worship at the school enables pupils to develop their understanding of the Anglican church with formal responses used every day and the use of liturgical colours for the church year as well as the celebration of Christian festivals. Year 6 are offered Holy Communion preparation sessions as part of their RE studies, which further links school and worship. Pupils were able to talk confidently about this.

Prayer is central to school life. In addition to saying prayers during the school day, there is a group of prayer buddies who are available to support other members of the school community. They are very positive about their role and, in addition to praying with other pupils they take responsibility for developing the central reflective area. They welcome the opportunities to support their friends and would like further opportunities to lead worship. One prayer buddy said, 'I wish I had had a prayer buddy when I was younger because of my dad being ill'.

The school evaluation also shows that pupils have said they would like to take a greater part in

leading worship. They regularly read from the Bible and lead prayers and lead the service at Harvest. Key Stage Two pupils lead the worship sessions where the school decides which charities the school will support. However, as yet they do not lead and plan worship on a regular basis. This is an area being addressed by the school, but currently underdeveloped.

The effectiveness of the Religious Education is outstanding

Leadership and management of RE is very strong. The headteacher has been the RE leader since 2010 and has modelled subject leadership to the staff. She has given RE a high profile in the school and there have been excellent opportunities for staff development. This has meant that all the issues from the previous inspection about monitoring and assessment have been addressed and the subject developed further.

Thorough systems have been put in place to assess attainment and progress. This means that teachers know how well the pupils are achieving and can plan for next steps in learning. Progress each term is assessed through a focus activity, samples of work and discussion with pupils. Records show that pupils in the school are making good progress and achieve above national expectations in RE. Standards are in line or above those of writing and of other core subjects which are above national expectations. The school has also examined the gaps in achievement of those pupils entitled to the pupil premium and their peers and their analysis shows this gap has closed.

The high achievement of pupils is due to the quality of teaching, which is consistently good and often outstanding. Pupils interviewed say how much they enjoy the subject. They say they enjoy the different ways of learning and the range of activities the teachers give them. This is supported by the monitoring records and the reports from advisers from the Diocese of Southwark.

Reflection and spiritual development is embedded in the curriculum and contributes well to the pupils' learning. This was observed during the inspection, where pupils felt safe to explore their ideas about what happens after death. The curriculum is based on the Diocesan Scheme of work and has an appropriate balance of Christianity and other faiths. There is also a good balance of learning about and learning from religion, reflected in the planning.

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

The learning environment reflects the clear and strong Christian vision, which is articulated by all members of the school community and driven and promoted by the headteacher and governors. The nine Christian values, chosen in partnership with the pupils, underpin the aspiration for every child in their learning and their lives. This is reflected in the opportunities for spiritual, moral social and cultural development.

The leadership is very clear about its own performance. Views of pupils and parents are sought in a systematic way. Governors are involved in collecting the views of pupils and school community who are all very positive about their school. Where they suggest further improvement this is considered by the Faith Group and included in the school improvement plan. As a result the school is developing all the time. The headteacher and governors have effectively addressed all the issues from the previous inspection, which related to assessment in RE, increasing pupils' opportunities to respond and to reflect during collective worship and providing pupils with a quiet area where they can reflect and pray when they wish.

The school has a very effective partnership with the local church, community and with the diocese. The school worships at the church regularly and pupils' work is displayed there. As a result the school is in the mind and prayers of the church congregation. The Rector visits weekly, provides pastoral support, leads worship and contributes to the RE syllabus and

themes for worship. The headteacher sits on the Diocesan Board of Education and she and the staff have made good use of training and development opportunities and advice from the Diocese School team. This is building capacity of Christian leadership throughout the school. The school takes part in wider initiative such as the Bishop's Lent Call, based on values, which mirrored three of the school values.

The governors and headteacher are determined to maintain the Christian ethos of the school as the school expands and the Faith Group are keeping this under review. This shows the commitment of the leadership to All Saints' as a Church school.

Collective Worship and RE meet statutory requirements. The RE contributes well to the Christian character of the school-by reinforcing the values of the school.

SIAMS report November 2104, All Saints CE Primary School, Carshalton, SM5 3DW