

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Primary School Putney

Address	Putney Common London SW15 1HL		
Date of inspection	Mornings of 16/01/2019 17/01/2019	Status of school	Voluntary Aided
Diocese	Southwark	URN	101034

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

All Saints' is a primary school with 240 pupils on roll. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. The religious background of the majority of children is Christian. The Senior Leadership Team (SLT) has recently been expanded to include Key Stage 1 and Key Stage 2 leaders.

The school's Christian vision

The school's motto is 'Rooted in Faith, Growing Through Learning'; their vision 'Confident Futures'; their mission 'Inspiring and enabling each other through our Christian Values (core values – kindness, respect and resilience) to flourish and be outstanding in everything we do.'

Key findings

- The distinctive Christian vision, facilitated by the SLT, which empowers leadership at every level.
- The strong, warm, caring and unselfish relationships, demonstrating the core Christian values of kindness and respect, which brings the community together, supports mental health and celebrates difference and diversity.
- The passionate commitment of staff and governors to the pupils of All Saints' enabling them to flourish and see themselves as special in the eyes of God.
- The steadfast relationship between church and school where mutually shared vision and values enables them to serve the community practically and with great compassion.
- Inspirational and inclusive collective worship which invites pupils and adults to engage and encourages spiritual growth.

Areas for development

- Embed the restructured assessment procedures for religious education (RE) in order to streamline the monitoring of progress and spiritual development.
- Define the role of the new pupils' faith group in order to promote opportunities for pupils to deliver and plan worship to an even greater depth.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

All Saints' really is the 'extra' in extraordinary as one of the governors said. The distinctive Christian vision, facilitated by the SLT, empowers leadership at every level. All members of the school community are unselfishly invited to contribute towards the growth of All Saints' as a church school. They are emboldened to inspire and enable each other, through their Christian values, to flourish and be outstanding in everything they do. The teachers, teaching assistants (TAs) and learning support assistants (LSAs) independently initiate strategies to support pupils, particularly those with SEND. The knowledgeable and extremely supportive governors have true autonomy to lead through their inclusive and effective Continuous Improvement Group which drives strategic improvement. The school's vision and values, informed by current Church school educational thinking (*Valuing All God's Children*¹ is mentioned in policies and documentation) is the bedrock of the school's ethos and the vocabulary of everyday interaction. The innovative and ethical decision to alter the school's admission policy gives All Saints' the capacity to further deliver their vision and values and proactively serve their local community. Priority will be given to up to three applicants whose family would qualify for free school meals.

Mutually beneficial relationships exist with the whole school family, local schools and the diocese. This is powerfully evident in the bond between All Saints' church and school where shared vision and values enables them together to serve the community practically and with compassion. For example, the incumbent and staff work closely together to support families in crisis.

There is commitment to Church teachers/leaders of the future through continuing professional development (CPD) and internal promotion. The school also offers training places to School Centre Initial Teacher Training students. As a result it has recruited several members of staff, giving them the opportunity to develop as teachers in a church school.

The rich, bold and varied curriculum and extra-curricular opportunities, shaped by the school's vision and values, inspires and challenges all pupils, meeting their needs both academically and spiritually. They reflect and explore the spiritual and ethical dimension of subjects. They look to the future with confidence, resilience and self-belief. Recent data shows standards are high and often above local and national levels. More able pupils achieve highly at All Saints'. Pupils with SEND achieve very well from their individual starting points. The more vulnerable are seen as precious in the eyes of God. As the incumbent said they are 'not a problem to be solved' but more 'an opportunity to be embraced'. Supportive, creative and collaborative strategies are put in place. They are always included. They are accepted by their peers as unique and special.

Given the relatively advantaged in-take of the school, pupils are given inventive and brave opportunities to understand diversity and global issues and to respect and celebrate difference. Open, truthful, and sometimes harsh, reality is presented to the pupils through the support of smaller charities – such as the local foodbank and Humanitas - where the whole school community understands they are effecting change and bringing hope. Pupils are empowered to embrace difference through the curriculum and the many thought-provoking opportunities presented. They are 'not asked or expected to toe the line' but be themselves reports the incumbent. They are inspired by strong role models within their school community helping them to appreciate all people are created in the image of God regardless of background, ability, gender, sexuality or faith. A Year 6 pupil wrote: 'To me All Saints' is a community where everyone is accepted for who we are and even the quietest of us shine as superstars'.

The emotional health and wellbeing of pupils and staff is at the very heart of the school's ethos. Specialised training has taken place and innovative programmes introduced. For example, All Saints' has organised Mental Health First Aid training for eight schools. Relationships are the solid foundation that promotes mental health. Pastoral care is excellent. Pupils and teachers know each other very well and can sense if there is a problem. Together they work to resolve issues. Effective policies and proactive procedures are in place to foster mental health and resilience. The Behaviour Policy offers forgiveness. The Anti-Bullying Policy provides support to address feelings. Sex education is a mutually respectful forum.

Collective worship is inclusive, varied and inspiring and is an expression of the school's Christian vision. Biblical texts are used and Trinitarian values confirmed and reinforced. Pupils say all are 'warmly welcomed'. They sense the feeling of 'togetherness' and are calm, relaxed and joyful. They sing spontaneously together appreciating the place of music in worship. They pray together during collective worship and informally throughout the school day. This affords them the opportunity to grow spiritually through experiences of stillness and reflection. 'Prayer is our wireless connection with God' they write. The monthly Eucharist held in the church, and conducted by the

¹ The Church of England Education Office, *Valuing All God's Children* Second Edition Autumn 2017

incumbent, is a particularly compelling component of worship. Pupils, staff, parents and governors join together in this spiritual experience and report what a strong emotional impact it has on them. One governor reported how they had come to faith since joining the school community. All now willingly share in the monitoring of collective worship ('area to improve' from the last SIAMS inspection). Pupils enthusiastically assist and take part in collective worship. The pupils' faith group say they are eager to become even more involved. All Saints' shares its passionate affirmation and joyous celebration with the wider community. For example, a shared Eucharist with another Church of England school.

Through the teaching of RE, pupils develop a spiritual and moral approach to life. A warm, respectful and inclusive atmosphere is created during lessons. There is natural interaction. As a result, pupils are stimulated and receptive, confidently expressing their religious and spiritual views and taking part in critical analysis. Progression is clearly evident through the key stages. Pupils particularly appreciate learning about other faiths. This has nurtured their appreciation and understanding of their increasingly diverse community. Comparative data shows that standards in RE are in line with the high standards in other core subjects. Rigorous assessment procedures are in place (assessment was an 'area to improve' from the last SIAMS Inspection). These incorporate the recent changes to the National Curriculum and the new schemes of work. Using diocesan guidance and working with other Church of England schools, matrices ensure coverage and indicate levels. A 'Reflection and Contemplative' component provides deeper understanding of pupils' spiritual, social and moral development. The strong, committed RE co-ordinator stimulates innovation. Appropriate CPD produces confident teachers happy to disseminate their knowledge and understanding.



The effectiveness of RE is Excellent

RE teaching and learning is consistently graded good, with a proportion that is outstanding, through both internal and external monitoring. High quality input, supported by excellent TAs and LSAs, takes place in an inclusive, encouraging and warm atmosphere. Pupils are empowered to express themselves with confidence, share their views and feelings and accept the challenge of being asked the 'big questions'. As a result, there is progression through the key stages and attainment is solidly in line with other core subjects. Vulnerable pupils achieve as well as their peers. The new Diocesan syllabus has stimulated even more creative teaching. Curriculum enhancement experiences complement and reinforce classroom activities – for example Multi Faith Week, and regular Godly Play sessions led by the incumbent and trained governors. Sympathetic and inclusive teaching of other major world religions has developed the pupils' knowledge and understanding, stimulated their enthusiasm and enabled them to celebrate difference and diversity.

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