

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Voluntary Aided Primary School

Norreys Avenue Wokingham Berkshire RG40 1UX

Current SIAMS inspection grade	Good
Diocese	Oxford
Previous SIAMS inspection grade	Good
Local authority	Wokingham
Date of inspection	2 May 2018
Date of last inspection	24 June 2013
Type of school and unique reference number	Voluntary Aided Primary 135459
Headteacher	Tracey Stanton
Inspector's name and number	Jenny Earp 288

School context

All Saints Primary is located in the Norreys area of Wokingham, serving a community with high levels of deprivation and social housing. There are 319 pupils, ranging from nursery to Year 6. The school has a high proportion of pupils entitled to free school meals compared to other local schools. The school is diverse and has a relatively large number of families whose first language is not English. A large percentage of pupils have special educational needs and/or disabilities, including some with complex physical needs. A new headteacher, deputy head and RE leader have all been appointed since the last inspection in 2013.

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

- The school's distinctively Christian values have a highly positive impact on pupils' spiritual, moral, social and cultural development.
- The new leadership team have brought a clearer understanding of what it means to be a church school and together with governors, have a good grasp of how to continue to take the school forward.
- Collective worship is central to the school's Christian character and has a memorable impact on all those who take part.
- There is a close and productive partnership with All Saints Church and this benefits the whole school community.
- The leadership of the headteacher, senior staff and governors provides a strong basis for future improvement.

Areas to improve

- Enable pupils to plan and lead worship more frequently in order for them to grow spiritually and develop their leadership roles within a church school.
- Enrich pupils' Christian understanding of God as Father, Son and Holy Spirit as an integral part of their worshipping life in a church school.
- Develop opportunities for global studies so that pupils increase their awareness of Christianity as a multi-cultural world faith.

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

All Saints is a welcoming, inclusive and nurturing school where the well-being of the whole community is of utmost importance. This is because the school's vision, 'Everyone is a learner and every experience is a learning opportunity' is put into practice on a daily basis. All members of the school community articulate the school's chosen Christian values of honesty, kindness, respect, inclusion, trust and perseverance. As a consequence, pupils understand their implications in daily life and enjoy being part of a compassionate, Christian environment. The school tries to understand and support all within the school community, regardless of faith, race, gender or ability, reflecting the teaching of Jesus that the Kingdom of God is open to all. Nurture rooms, including the 'Sunbeam Room', as well as the dedication of the Family Support Team, help vulnerable pupils to develop emotional literacy and flourish at the school. As a result of this commitment, all pupils, including those who have special educational needs, thrive in this Christian culture which the school creates. This includes several pupils who have more recently moved into the area. Standards in Key Stage 1 are around the national average, but are lower in Key Stage 2. The school is currently working hard to narrow the performance gap between disadvantaged pupils, through a range of strategies. These are having a positive effect and progress is being made, particularly in reading through the 'Extreme Reading' scheme. Pupils know and identify well with the school's motto of 'Pride in the Badge', referring to the school badge, which shows children entering the world through an open door ready for life. This helps to reinforce pupils' self-esteem and engenders pride in their school and their work. Pupils have a degree of awareness and respect for diversity, but are less secure in their understanding of Christianity as a multi-cultural world faith. Relationships at all levels are good, with pupils throughout the school getting on well together. This is because the school's Christian character has a big impact on the way pupils behave towards each other, as well as adults. For instance, older pupils demonstrate positive relationships, responsibility and kindness to younger ones through their 'buddy' and 'prefect' roles. Staff act as role models, are supportive of each other and comment that, 'we all feel part of a family and our school values underpin and shape what we do'. A wide range of clubs offered provide opportunities for personal development and well-being, together with a rich, broad curriculum, including religious education (RE). As a result, the spiritual, moral, social and cultural development of all pupils, whether they are Christian, of other faiths or none, is supported well. The Christian character of the school underpins the whole curriculum because RE, taught as a separate subject, is also the inspiration for other subjects such as English and art. A space is set aside in every classroom to promote and support personal reflection and this helps pupils to have a place to think through any difficulties they might have.

The impact of collective worship on the school community is good

Collective worship, which is rooted in Christian values and biblical teaching, nurtures pupils' spiritual growth well. The school enjoys a special partnership with All Saints Church through its vicar who is also a governor. He is a welcome and regular visitor to school, leading weekly worship with a strong emphasis on Anglican prayer and reflection. Consequently, pupils speak of the importance of worship in their own lives, saying they 'enjoy worship because we are all together like a family'. Visits to the church during the year and for the end of term services further enhances pupils' awareness of Anglican tradition. Parents feel welcome and enjoy these services, which are always well attended. Pupils enjoy listening to Bible stories and are able to relate what they have learnt to their own lives. For instance, one pupil spoke of her favourite story of Zacchaeus, which she said helped her to learn about forgiveness. Another pupil related how the story of Joseph helped him to persevere and never give up, in particular during a lesson when he was facing a particularly difficult task. Collective worship is planned and organised well by the headteacher and the vicar. Pupils say they would like to plan and lead worship more frequently in school. Currently, this happens at key festivals through the church year, such as harvest and Christmas. This has already been identified as an important area for development. There is a clear focus on prayer and pupils have a good understanding of its purpose and nature. This can be seen in the way they write and say prayers in worship and on other occasions during the day. The Lord's Prayer is known well by all and is sung or said from memory. Some pupils speak about using prayer in their own lives. One pupil said, 'Prayer is when we speak to God and He listens to our worries'. A worship table in the hall enables pupils to reflect and write prayers to be read in worship. The prayer box for the whole school has proved to have had a positive impact. Pupils have a basic understanding of the Trinity, but are only just developing an understanding of God as Father, Son and Holy Spirit. The school recognises the need to deepen pupils' understanding in this area. Careful monitoring and evaluation of worship by all stakeholders ensures that the school is reflective and looks for future improvements.

The effectiveness of the religious education is good

Creative RE engages pupils and makes a good contribution to the school's Christian character and to pupils' spiritual and personal development. This is because RE is regarded as a core subject and is well led and managed. The quality of RE and standards in the subject have improved since the last inspection and pupils' achievement is good.

Following the adoption of an enquiry-based curriculum, focussed planning has improved teaching and pupils are provided with a greater variety of activities and resources. The new RE leader has a good understanding of the expectations of the curriculum units and ensures the subject has a high profile at the school. Consequently, monitoring of the subject is thorough and consistent, resulting in improvements in teaching and learning in RE overall. Teachers show good levels of subject knowledge and effective assessment tracking is in place, with progression built up systematically over the key stages. There is appropriate emphasis on the teaching of Christianity and other religions which is demonstrated through planning, scrutiny of work and discussions with pupils. As a result, pupils show that they have a secure knowledge of the Bible and the Christian story. A range of teaching styles including drama, group discussion and information technology are effective in supporting learners' understanding of religious concepts and knowledge. Teachers' good questioning skills enable pupils to reflect deeply on issues such as whether Christianity is still a strong religion 2000 years after Jesus died, how Jews show their commitment to God through Bar Mitzvahs or whether going to the mosque gives Muslims a sense of belonging. The knowledge and experience of pupils from different cultures and religions are drawn upon to enrich lessons and to give them greater meaning through first-hand experience. Reflection areas and quality RE displays in classrooms help pupils to think about and have a deeper understanding of the topics they are studying. One pupil remarked, 'Reflection is important because it clears your mind'. Appropriate assessment enables teachers to have a view of learners' attainment and progress which is largely in line with that of other subjects. Parents say RE teaches their children respect for other religions and each other.

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

All stakeholders are able to articulate the impact of the Christian values on the lives of pupils and leaders provide a Christian framework where relationships thrive at all levels. Leaders closely monitor academic and personal progress and have a good understanding of the school's performance and distinctiveness through effective self-evaluation and strategic planning. The school is inclusive in all that it does, supporting and challenging all its learners. Governors and senior leaders are committed to the wellbeing of pupils and adults, which includes supporting staff professional development. Staff and governors have benefitted from professional and personal development through strong relationships with the Diocese, further strengthening the school's distinctive Anglican character. As a result, staff are well prepared for future leadership across church schools. Both worship and RE support pupils' spiritual development and meet statutory requirements. Leaders and governors have appropriately addressed the points for development from the last inspection; RE has improved and good progress has been made in developing a clearer understanding of what it means to be a church school. The school now has explicit values which are embodied in all that the school does and these inform the ethos and culture of the school. Conversations with pupils show that there is a real depth to their understanding of the values of the school. The partnership with All Saints Church is a strength and enriches the lives of all learners and the wider community of the school. Parents praise the teachers who take time to listen to them and make them feel welcome as partners involved in their children's learning. They value this family school where their children grow in confidence, especially through musical and sporting activities. Community links are good, with the school making a significant contribution to the lives of others, for instance through their support of Wokingham Foodbank, as well as regular contributions to national charities such as the Poppy Appeal, Macmillan Cancer Support and Red Nose Day. Adults are good role models, reinforcing the school's values and behaviours in their interactions with pupils and each other. New staff are supported when they join the school, through induction training, so that they quickly play a full part in the life of All Saints School.

SIAMS report May 2018 All Saints CE Primary Norreys Avenue Wokingham RG40 1UX