



**National Society Statutory Inspection of Anglican and Methodist Schools Report**

**All Saints' CE School**

Upper Beulah Hill  
London  
SE19 3LG

**Previous SIAS grade:** Good

**Current inspection grade:** Good

**Diocese:** Southwark

Local authority: Croydon

Dates of inspection: 25 February 2016

Date of last inspection: 9 February 2011

School's unique reference number: 101787

Headteacher: Josephine Copeland

Inspector's name and number: Barbara Chevis 794

**School context**

Since the last inspection, All Saints' Voluntary Controlled Junior school and a community Infant school have amalgamated. This has resulted in a large school of 407 pupils with diverse ethnic and religious backgrounds. There are a high proportion of pupils eligible for free school meals. Since September 2015 there have been significant changes in staffing with the current headteacher and lead for Religious Education (RE) having taken up their posts in January this year. A small minority of children attend the local church.

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

- The strong Christian vision for the school ensures that the well-being of all members of the school community is at the heart of the ethos of the school, resulting in good relationships and a caring and nurturing environment.
- The sharp focus on Christian values has resulted in positive attitudes and good behaviour.
- The inclusive nature of the school contributes greatly to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Consequently all members of the community feel welcome and valued.

**Areas to improve**

- To formalise more secure monitoring and assessment structures for RE and to use the outcomes of assessments to support improvements in teaching and learning.
- To enhance links with the church so that they are of mutual benefit.
- To develop opportunities for informal prayer and reflection in the outdoor areas in order to enhance pupils' spiritual development.

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

The welcoming reception area ensures that visitors are immediately aware of the strong Christian character of the school. All members of the community are able to clearly articulate the school's six core Christian values of respect, caring, love, faith, perseverance and teamwork and the impact they have on their lives. Pupils' behaviour is closely linked to the Christian values of respect and love, and as a result behaviour is good and pupils are polite and considerate. The support given to each other within the school community is impressive and this has resulted in strong relationships. The caring and nurturing ethos of the school ensures that all are encouraged to achieve their very best. Hence achievement is improving over time and is generally in line with national averages. The focus on the core values of perseverance and teamwork, which encourage pupils to keep going and work with others when things are difficult, also contributes to rising standards. The appointment of a Family Liaison Worker has resulted in focused support for many parents and has led to improved attendance for pupils. SMSC development is strong and evident in the inclusive nature of the school as well as in curriculum activities and displays. Through being a diverse community, learners understand that Christianity is multi-cultural. With respect as a core value and a curriculum which includes the teaching of other faiths, diversity is highly valued. Consequently those of other faiths know that their religions are respected by the school community. The Christian character of the school is not yet outstanding because pupils have limited understanding of diversity within global faith communities and pupils do not yet have a real excitement about or feel challenged by RE.

### **The impact of collective worship on the school community is good**

Pupils and staff enjoy daily worship and engage well, especially appreciating opportunities to say and improvise prayers. Prayer is central to the life of the school and there are several occasions each day when pupils pray together as a class. Consequently pupils are thoughtful and show consideration for one another. The saying of prayers at the beginning of governors meetings and events for parents contributes to the spiritual development of the whole school community. Prayer corners in every classroom encourage reflection, and the covering of the prayer table with a cloth the colour of which is linked to the liturgical year supports pupils' understanding of Anglican practices. This is reinforced through the use of responses during worship, and attendance at the local church to celebrate festivals in the Church's year such as Christmas and Easter. Therefore the area for development from the last inspection, focused on the awareness of Anglican traditions, is fully met. There is a strong focus on the Bible during worship and readings are clearly linked to the school's Christian values and pupils' own lives. For example, a reading from 1 Corinthians was linked to the values of love and caring. Pupils were encouraged to do at least one kind act during the day. As a result collective worship has a positive impact upon behaviour and relationships as well as spiritual and moral development. Pupils have a secure knowledge and understanding of God as Father, Son and Holy Spirit, and can talk about this with some understanding. Monitoring of worship has led to delivery of a high standard and improvements in consistency of approach. Worship is well planned, and termly themes include a focus on a specific Christian value. Pupils are now more involved in the planning, delivery and evaluation of worship, especially in services held in church. Therefore this area for development from the previous inspection has been fully met. Worship is not yet outstanding because opportunities for informal prayer and reflection are limited, and clergy are not fully involved in the planning of worship.

### **The effectiveness of the religious education is good**

Tracking of RE shows that pupils are achieving in line with national expectations and are making good progress based on their starting points. However the use of assessments to track groups of learners and to inform planning is not securely in place. The curriculum is well planned across the school with Christian values being integral to themes. It gives pupils a wide

understanding of Christian belief and practice whilst also introducing pupils to other world religions. Lessons focus on enquiry, addressing both learning about and learning from religion. This has resulted in a more creative approach to teaching, the majority of which is good, and pupils state that they enjoy their lessons. They particularly like learning about other religions and say that this helps them in their lives. As one pupil stated 'I liked learning about Judaism as it helped me to understand what my friend did when I went to his house'. Pupils show a high level of knowledge about the Bible and are able to relate stories from the Bible to their own lives. Year 6 pupils, when discussing Abraham and Isaac, reflected on the concept of sacrifice and why people may make such a decision. They considered sacrifice in their own and others' lives, along with the Christian value of faith and this supported strong social, moral and spiritual development. Some monitoring of RE books is undertaken along with a half-termly learning walk by the RE lead. This has resulted in improvements in marking and in the use of prayer corners. RE is not yet outstanding because monitoring structures are not securely in place, and assessment procedures are not fully embedded and developed. Consequently they are not having a strong impact upon teaching and learning.

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

Leaders have a strong Christian vision which is shared with all members of the school community. Clear strategic planning has ensured the positive impact of this vision on achievement and SMSC development. The Christian values of the school derive from the vision and are the motivating forces in the drive for school improvement. The well-being of the whole school community is paramount and the open door policy of the headteacher ensures that the welfare of parents as well as pupils is addressed. Governors have been pivotal in ensuring the school's Christian character has remained high profile during the many changes that have occurred over the past few years. Consequently they constantly hold leaders to account for the school's effectiveness as a church school. Leaders strive to enable all members of the school community to understand their vision for the school. Parents appreciate the inclusion of a Bible verse on each newsletter, saying that it helps them to remember the Christian character of the school and encourages them to reflect. All areas for development from the previous inspection have been fully addressed and have resulted in improved worship and a more developed Christian character. A clear programme of professional development is in place, and use is made of Diocesan personnel to support teaching and learning and improvements in RE. As a result staff are well prepared as leaders in church schools. There are links with the local Church, although at present these are not fully developed. The new leader of RE is capably supported by the previous leader for this subject. Working as a team, they share expertise and through the implementation of an effective action plan ensure that improvements are made and embedded. Leadership and management is not yet outstanding because self-evaluation does not involve all groups in the school community, and links with the church are not fully realised.

SIAMS report February 2016 All Saints' C of E School, Croydon SE19 3LG