

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School, Croydon	
Address	Upper Beulah Hill, Croydon, London, SE19 3LG

School vision

All Believing, All Achieving

All Saints School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community and the world.

‘What does the Lord require from you, but to do justice, love kindness and to walk humbly with your God’.

Micah 6:8

School strengths

- The school’s Christian vision is well embedded and understood across the school community. The vision inspires and drives the school’s decisions and actions. This means the school is clear about its purpose, and its work is targeted and effective.
- The focus on spiritual development is very strong and allows pupils and adults to thrive. The school’s vision is clearly lived out through an aspirational curriculum. This, coupled with high expectations from staff, ensures that every individual is nurtured. Consequently, everyone is encouraged to succeed and be the best they can be.
- Collective worship is impactful and ensures All Saints Church of England Primary School is a place where everyone belongs and is included. Pupils are inspired by its message and take action in the wider world. This develops their character.
- The strong and effective partnership with the local parish church enables the school to serve its community exceptionally well.

Areas for development

- Develop wider opportunities to share good practice as a model of an effective Church school. This will provide the school with opportunities to widen its impact by sharing expertise.
- Sharpen the work done by governors to ensure that areas identified for development are embedded in the school’s strategic planning.

Inspection findings

The school has a clear vision which is faithful to the Anglican foundation of the school. Members of the school community understand this vision very well. The vision underpins the work of school leaders, including governors. The school references its vision in all aspects of its work, and this gives an exceptional clarity to ensure the school’s priorities are delivered. There is a close and mutually

beneficial relationship with the parish church, with their values well aligned. This further supports the school in being able to make a significantly positive impact on the lives of the pupils and their families. The school works in collaboration with partner schools to share their effective work, but this sharing of expertise is limited. Governors know the school extremely well and offer significant levels of support and challenge to school leaders. However, the reporting of the school's Christian distinctiveness is not fully incorporated into the school's strategic planning.

The school's curriculum and extra curricular offer reflects the Christian vision that underpins the work of the school. All curriculum areas provide opportunities for reflection and spiritual development. For example, art projects give opportunities for pupils to express their understanding of themselves as spiritual and creative people. Dance and drama workshops enhance and support good mental health. These widen opportunities for disadvantaged pupils and develop the confidence of everyone who participates. Very thorough curriculum mapping and monitoring ensures that school leaders know that the curriculum is having the intended impact. It teaches pupils to act with kindness and understand justice in a diverse and inclusive environment. Teachers have deliberately built in opportunities to consider moral issues from a faith perspective. For example, in science pupils discuss their duty to take care of the natural world when studying plant biology. The school demonstrates its love of justice by ensuring all pupils are able to access all aspects of the curriculum. This even means that extra curricular opportunities, which would usually incur extra costs for families, are freely offered to all.

Collective worship is exceptionally well planned and organised. It reflects Anglican traditions in worship. It provides a meaningful time of reflection and calm which adults and pupils appreciate. Deep theological concepts are presented in an accessible way, without being overly simplified. Worship focuses on Bible stories which are chosen to resonate with the needs of the school community. For example, at a time when a large proportion of the pupils are seeking asylum in UK, the story of Ruth fleeing a famine is appropriate and meaningful. Pupils of all ages are respectful and respond with a very deep stillness. The willingness of pupils to participate, lead worship, and even pray spontaneously in front of the whole school is very impressive. It demonstrates the significant impact worship has on their spiritual and personal development. Worship is a very special time in the busy life of the school.

Teachers and other adults seek to know the whole story of each pupil, and this demonstrates their love of kindness. This means that they understand individual strengths and needs very well. Expectations are high, so pupils are encouraged to be the best they can be. A notable strength of the school is the consistent and calm response with which staff respond to individual situations. Staff development has prioritised a deep understanding of managing complex behaviours. One teacher said 'a child's world may be in chaos, but they know we will always be the same'. This means the pupils feel safe and confident, and they thrive in this caring and inclusive environment. Parents value the work of the school. They appreciate knowing that they are working in partnership to support their children. Mutual respect underpins this partnership, and reflects the school's vision to 'walk humbly'. In this school, diversity is celebrated as an enriching aspect of the school's character. The school helps parents from a wide range of backgrounds to navigate British cultural expectations. This supports pupils and their families to thrive within this school community. Adults within the school are supported and know they are valued very highly. Professional aspirations are prioritised in the school's policies and practices. Staff are confident that school leaders and governors will respond with kindness and be supportive if personal situations arise. As a result of this, staff turnover is low. This enables the school to ensure the consistency and security the pupils need to thrive is safeguarded.

Pupils talk enthusiastically about complex moral and ethical issues and clearly 'love justice'. They demonstrate a detailed understanding of current international situations and respond with passion

and empathy. The level of analysis they demonstrate is impressive and shows that they understand individual freedoms, rights and responsibilities. Pupils are also invested in their local area. Older pupils are proud to be eco warriors. They support their community by litter picking. They have successfully petitioned the local council for a zebra crossing and local drivers are effectively discouraged from idling their engines near the school. The pupils are very effective agents of change, and this is a significant demonstration of the impact of the school's work on their personal development.

The religious education (RE) curriculum at the school is well organised and is given priority in the school's timetable. Governors and school leaders have committed time and resources to ensure RE is taught well. This means that curriculum time is not wasted. The reinforcement of prior learning and delivery of new learning is done very well. The creativity in curriculum design engages pupils' curiosity and motivates them to learn. The leadership of RE is very effective and well resourced.

RE learning time is used well to challenge the pupils and ensure they make excellent progress in RE. Good subject knowledge is prioritised for teachers. This means that staff are confident to teach RE well. Pupils articulate their learning very clearly and demonstrate curiosity about the different faiths they encounter. RE is taught creatively and pupils respond by working to a very high standard. Pupils can reflect on their studies and apply the learning to their own lives. Assessment is used effectively. This ensures pupils make excellent progress in this subject. There is a clear understanding of the uniqueness of each faith tradition. Pupils of all faiths are confident in lessons and feel safe to share their own religious beliefs and experiences. This openness is met with respect from their peers. This considerably enhances the pupils' understanding of the impact of a lived faith and enlivens the teaching. The inspection findings indicate that All Saints Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	10 June 2024	URN	101787
VC/VA/Academy	Voluntary aided	Pupils on roll	240
Diocese	Southwark		
MAT/Federation			
Headteacher	Josephine Copeland		
Chair	Antonio Garcia Fuerte		
Inspector	Gill Jackson	No.	2321