



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

All Saints' Church of England Voluntary Aided Primary School

116, Oakleigh Road North
Whetstone, London
N20 9EZ

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: London

Local authority: Barnet

Date of inspection: 1 October 2015

Date of last inspection: June 2011

School's unique reference number: 101329

Headteacher: Luke Bridges

Inspector's name and number: Pamela Draycott 161

School context

All Saints' is an average sized voluntary aided primary school. Reflecting its locality, pupils come from a range of ethnic and religious backgrounds. Around 73% come from Christian backgrounds. The largest other religious group represented is Muslim (10%). The percentage who speak English as an additional language is above average. The percentage with special educational needs and those for whom pupil premium funding, due to social disadvantage, is received are below average. The headteacher has been in post for just over a year and the RE subject leader for less than half a term.

The distinctiveness and effectiveness of All Saints', Whetstone as a Church of England school are good

- The revitalising of the school's inclusive Christian ethos and values, which has occurred recently, has given renewed impetus to development as a Church school.
- The school's ethos and values is well linked to the good progress made by pupils and to a commitment to ensuring the well-being of all in the school community.
- Pupil behaviour is exemplary and relationships are very strong. These stem from the school's Christian values which are being applied across school life.
- The prominence given to the worship programme in supporting the school's Christian ethos and values and the very good spiritual, moral, social and cultural development of pupils.

Areas to improve

- Renew the religious education (RE) curriculum in the light of changes to the diocesan scheme of work.
- Ensure that classroom based staff have training in delivering the new RE curriculum so that they are confident in taking over teaching it from the RE subject leader.
- Improve further the involvement of pupils in leading whole school acts of worship.

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

All Saints' school is explicit in its commitment to following the example of Jesus. Its service is encapsulated by its new motto, 'Inspired by Christ, reaching out to all, being the best we can be'. This motto has been introduced recently and is reshaping school life and practice well. The school's values, whilst being values shared by many, are explicitly expressed in Christian terms and underpinned by biblical examples. These values are friendship, respect, perseverance, forgiveness, honesty and fairness. Most pupils understand their importance in school life and some are able to relate these to life outside of school. Thus, the school focuses on preparing pupils academically and personally to be active, caring and respectful people. Pupils begin school with around average attainment and leave having made good progress. Pupils' spiritual, moral, social and cultural development is very well supported in the curriculum, in worship and through extra-curricular clubs and trips. Pupils respond well to this provision. Pupils' behaviour is exemplary. It reflects the school's Christian ethos very well. Pupils' attendance is good because they feel safe and cared for in school. As befits its Christian foundation, the school works well with families where a pupil's attendance or behaviour may be causing concern. Pupils are known as individuals, and consequently feel valued, irrespective of their background, ability or aptitude. One pupil said, 'We all get on well. We respect each other. We treat each other fairly - because Jesus cares for everyone, so should we'. The introduction in September 2014 of the 'Cornerstones Curriculum', a scheme of themed units, has impacted positively, improving teaching and learning across the school. RE supports pupils well in their understanding of the diversity of beliefs and practices represented in the school and the local community.

The impact of collective worship on the school community is outstanding

Daily worship is very well planned and delivered, indicating its central importance. Pupils and staff have positive attitudes towards worship which is seen as contributing to the school's inclusive and supportive Christian ethos. As one pupil commented, 'Everyone feels like one big family. It's nice to worship together every day.' Open-ended questioning, based on a biblical text or on one of the school's Christian values, enable pupils to reflect on the significance of faith in daily life. Worship makes a very positive contribution to pupils' spiritual and moral development. It often leads to discussion in class of ethical and religious beliefs as well as action in the form of fund raising for charitable causes. Prayer is recognised as providing an opportunity to communicate with God. Pupils know the school prayer and the Lord's Prayer. They often write their own prayers and share them in class or during worship. Prayer is not confined to the daily act of worship but takes place at other points in the school day such as before lunch and at the end of the school day. There is an appropriate focus in worship on the life and teaching of Jesus. Through worship pupils explore key Christian ideas such as that of believing in God as Father, Son and Holy Spirit. Whilst being recognisably Christian, worship is inclusive of those from different faith backgrounds. Elements of Anglican worship, including a termly Eucharist, support pupils' understanding of the Christian faith very well. The worship programme is led by a range of people including senior leaders, the Vicar, teachers and other visitors. These different perspectives and styles enhance the worship experience. Worship usually takes place in school but the programme is enriched by worship in Church, particularly around the time of key Christian festivals. Pupils are involved in planning and leading acts of worship in church and in class assemblies. However, on a day to day basis they are less involved in planning and leading worship.

The effectiveness of the religious education is good

The RE curriculum is in a process of change due to a new diocesan scheme of work being in the final stages before publication. The subject leader is contributing to this by being part of a group working on it on behalf of the Diocese. She is very new to the school. However, she is an RE specialist and is putting her prior experience to good use. She teaches RE across the school. Whilst this brings a consistency to teaching and to assessment, it does not allow all teachers to have sufficient ownership of the subject as a 'core subject'. This is recognised by

school leaders. To involve class teachers more fully in RE, the subject leader leaves a question or comment on a reflection board in each classroom, linked to the lesson. Pupils and class teachers can comment on this during the week. This stimulates discussion and reflection on key issues related to RE well. There are firm plans to train all teachers in delivering the new scheme of work before its implementation from September 2016. Teaching is good. Attainment is broadly in line with that of literacy and slightly below that in mathematics. Pupils make at least satisfactory, with many making good, progress. There is a good balance between learning about Christianity and learning about other faiths. However, the range and diversity of belief and practice within Christianity is not focused on sufficiently. Pupils appreciate learning about different religions seeing it as, 'helping you to be a tolerant and respectful person'. Assessment from the last academic year was not sufficiently focused on what the learning intention was for the piece of work. Neither were pupils consistently given an opportunity to regularly respond to marking. The new subject leader has identified these issues and has already addressed them in her teaching of RE across the school. There are appropriate links made between RE and the Cornerstone's curriculum whilst maintaining separate RE lessons. Open-ended questioning and challenging statements enhance learning. Year 6 are able to debate, 'If God is everywhere then there is no need to go on pilgrimage' with commitment and understanding.

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

The Headteacher has built strongly on the school's longstanding Christian ethos and values. He has led its reinvigoration well with the support of governors, his deputy, and latterly, by the RE subject leader. There is a recently renewed and shared vision based on it being a Christian school serving its community. Thus it is inclusive and welcoming and has a strong engagement with its locality. This can be seen in its deepening relationship with the parish church. A new expression of this is evident in the forthcoming class to be held in school, led by the Vicar, for those wishing to pursue confirmation. There are also very good links with the local synagogue and good links with a mosque. The school is involved in local charities and campaigns such as the Finchley Food Bank and supporting a campaign to promote libraries in the borough. Both these are explicitly recognised as actions based on Christian care and concern. Governors take their role seriously and are effectively involved in school life, including in the fostering and development of its church school motto and values. Link governors, including those for RE and worship, monitor and evaluate progress which supports staff well. There is a timetabled plan to report, along with the relevant staff member, to the full governing body as part of this process. Both RE and worship meet statutory requirements for the voluntary aided sector. The school is partnered with two other local church schools. This has provided support in developing its nature as a church school. It also enables staff to develop leadership potential for working within the church school sector. Leaders, including governors, have a very good understanding of the school's strengths and areas for development. This means that its self-evaluation and strategic improvement planning for itself as a Church school is developing appropriately. Key issues for improvement from the previous inspection have been addressed and are now being built upon. Parents speak highly of the school and the way in which it supports their children in developing both academically and 'as people'. There is an active parents' association and the 'Stop and Chat' sessions, which happen on a Monday morning, are effective in engaging a wider range of parents in school life.

All Saints C of E (VA) Primary School, 116, Oakleigh Road North, Whetstone, London, N20 9EZ