



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Souls Church of England Primary School	
Address	Foley Street, London, W1W 7JJ

School vision

Experiencing life in all its fullness, we grow to be the best that we can be.

It is this promise of Jesus – a promise of life in all its fullness – that we have taken hold of as an expression of what we seek to offer at All Souls (John 10.10). We want everyone who is part of our school community – children and adults – to experience life in the fullest sense of the word. We are a school that is life-giving.

School strengths

- The Christian vision, and associated values, lie at the heart of the school’s life and direction. Leaders ensure that the vision, rooted in both theological understanding and an appropriate contextual awareness, drives this inclusive and embracing Church school.
- Well-established partnerships enhance and affirm provision, particularly with diocese and church. Both involve giving as well as receiving ‘life in all its fullness’. The school’s work in religious education (RE) contributes to the wider ‘ecosystem’ of Church school provision.
- The school has a life-enhancing culture of care and hospitality. People matter and all are treated with dignity and respect. The wellbeing of everyone is important and everyone, with justification, feels valued and included.
- The rhythm of inclusive and invitational collective worship gives an important moment of focus in each school day. It is highly valued by members of the school community, pupils and adults alike. It provides meaningful contemplation, effectively supporting shared reflection and spiritual growth.
- RE is a considerable and embedded strength. Being exceptionally well-led, pupils enjoy the subject and regard it as important. A highly effective curriculum, strong teaching and well-considered assessment, all make a significant contribution to pupils’ knowledge, understanding and religious literacy. Consequently, they make strong progress.

Areas for development

- Strengthen pupils’ understanding of the meaning of justice and responsibility. This is so that they are able to go further in exercising age-appropriate agency, and influence change beyond the school.
- Gain a deeper understanding, accompanied by a shared language, for progressively developing spirituality through the curriculum. This is so that effective planning can further enhance the breadth and depth of pupils’ experiences and responses.
- Create a more systematic process to ensure that searching evaluations are closely linked to the school’s development planning. This is to enable the school’s aspirations as a Church school to be judiciously represented in their strategic planning.

Inspection findings

All Souls School serves a richly diverse community in central London, especially so in terms of ethnicity and religion. The majority group of pupils are of the Islamic faith, with a notable proportion coming from Christian families. This exists alongside an enlivening contribution from a range of other religious faiths and differing worldviews. Critically, everyone within the school is valued and respected, being seen as a precious and unique child of God.

The Christian vision, and associated core values, lie at the heart of the school's life and direction. They both successfully contribute to the breadth and depth of that which the school achieves: academically, socially, morally and spiritually. Leaders and governors ensure that the vision is rooted in both theological understanding and an appropriate contextual awareness. This shapes and nurtures this inclusive, and all-embracing Church school. Effective and sensitive senior leadership drives the vision that drives the school. Recent restructuring has been undertaken to meet the requirements of partnership with a nearby Church school. This arrangement, brokered through the diocese, has been well-considered and planned. It results in realistic possibilities for both schools working productively together in aspects of Church school education.

Leaders and governors are active in finding ways to know, with certainty, the vision's impact on the school's life, work and Christian character. For example, through participating in focused conversations, listening to pupil voice and gathering evidence of achievements and flourishing. This rightly allows for the celebration of the school's many successes as a Church school. Nevertheless, the process is not systematic enough in ensuring that searching evaluations are amply linked to rigorous development planning.

Well-established and reciprocal partnerships enrich the school's work, affirming and refining provision, particularly with diocese and church. Promoted by the vision, these partnerships are life-giving and life-receiving. Contributions from the school's RE lead have added to, and enriched, diocesan-based materials for professional learning. Through this process, the school makes a much-valued contribution to the 'ecosystem' of Church school education across the city. Sharing this and developing further expertise feeds back into the school. For example, through a compelling programme of adult-based learning and professional support. Likewise, the church link reciprocates. Church leaders enhance the staff's biblical understanding and regularly lead inspirational collective worship. In turn, on special occasions, the school participates in the musical worship of the church. Close collaboration between church and school, provided practical support to the school's high proportion of disadvantaged families, during the pandemic.

Through the inspiration of the vision, the school has a life-enhancing culture of care and hospitality. Wellbeing matters, and this distinctly benefits pupils and adults alike. Both feel, with justification, that they themselves are of importance and that the school provides them with refuge through difficult circumstances. Mental health is well-supported and external agencies used as appropriate. 'The village', the school's provision for autistic children, is another example of compassion, with other pupils showing a sensitive appreciation of neurodiversity. Across the school, pupils behave very well and show respect for others. They listen carefully to one another and when disagreeing, they disagree well. Forgiveness and reconciliation are understood and practised within the context of their respective faiths.

Shaped by the vision and actively embracing the vitality of their location, the school's 'extended' curriculum enhances 'life in all its fullness'. Pupils experience enriching and life enhancing opportunities. These have included performing in an operatic production with English National Opera and playing cricket at Lord's. RE, appropriately regarded as an academic subject, has a central place and important place within the curriculum. Planning of RE is highly effective overall. It is well-

sequenced to ensure a broad and progressive coverage of Christianity, world religions and worldviews. Planning enables a balance of approaches, including the philosophical that enhances thinking and the theological that deepens knowledge. The compilation of ‘knowledge organisers’ for each RE unit of work, provides resourceful and informative support to both learners and teachers. Whilst spiritual growth undoubtedly occurs in this vibrant Church school, there is no complementary planning to create enriching curriculum-based opportunities. Creating an enabling and shared language, to support such planning and growth, has not yet been accomplished.

Pupils become more socially aware as they move up through the school. For example, the pupils’ eco-team are enthusiastically involved in recycling and conserving energy. They have worked with the local council to create a 'safe street' in this busy part of the city. However, pupils’ understanding of the concept of justice, and the responsibilities this implies, are less well-developed. There are few opportunities for them to seize the initiative for themselves. Especially in terms of exercising their age-appropriate agency in influencing and effecting social change beyond the school.

The rhythm of inclusive and invitational collective worship lies at the heart of each and every day. Careful planning ensures that worship provides a meaningful expression of the school’s Christian vision. Core values are affirmed, their life-giving implications considered, and the biblical underpinnings explored. The worship offers moments for shared and personal focus, contributing supportively and effectively to spiritual flourishing. These occasions are highly valued by members of the school community, pupils and adults alike. One pupil said, ‘it is precious to us.’ Anglican in practice and Christian in character, collective worship successfully provides opportunities for listening, exploring, singing, reflecting and praying. Pupils are active and enthusiastic in their responses and contributions.

RE is a considerable strength. Exceptionally well-led, by a well-qualified senior leader, this influence has benefited teachers across the school, as well as the diocese. In turn, pupils learn well and regard the subject highly. They gain a secure understanding of a range of world religions, such as Islam and Buddhism, as well as Christianity. Teaching is imaginative, resourceful and a strength. During the inspection, one lesson, focusing on marriage, successfully engendered growing religious understanding. Through thoughtful discussion, the teacher incorporated the pupils' viewpoints, offered from the diversity of religions and worldviews represented in the class. All were valued. Assessment has been carefully considered to capture both pupil and class progress. It ensures that they are given effective feedback as they learn. Where best, teachers use ‘interactive marking’ to pose challenging questions to their pupils, and invite their written response. Consequently, they make strong progress in subject knowledge and understanding, and in applying religious literacy. This includes learners of all abilities, including those with special educational needs and/or disabilities (SEND) and the disadvantaged. Pupils’ work is well-presented and exercise books provide an effective record of their learning journeys.

The inspection findings indicate that All Souls Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	3 October 2023	URN	101121
VC/VA/Academy	Voluntary aided	Pupils on roll	190
Diocese	London		
MAT/Federation			
Executive headteacher	Alix Ascough		
Chair	Henry Scutt		
Inspector	Trevor Walker	No.	908