

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Junior School

Address	Lea Wood Road, Fleet, Hampshire GU51 5AJ		
Date of inspection	09 May 2019	Status of school	VA Junior School
Diocese	Guildford	URN	116358

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

All Saints is a junior school with 501 pupils on roll. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school has expanded from 3 forms to 4 forms of entry in each year group, thus increasing the school role since the last inspection. In May 2018, Ofsted judged the school as good.

The school's Christian vision

All the saints before us served others with love, perseverance and a determination to create the kingdom of heaven in this place. Inspired by them, we strive to create a community where everyone can 'let their light shine'.
Matthew 5:16

Key findings

- The school's deeply embedded Christian vision and highly committed leadership ensure that both adults and pupils thrive and 'shine' in this inclusive, respectful community.
- Pupils' character development is exceptional. They are developing into courageous advocates for social justice. They regularly take the initiative in fundraising activities, raise awareness of ecological issues and serve others practically, both in Fleet and around the world.
- The school's broad and engaging curriculum prepares pupils very well for their future lives in society as life-long learners who believe in themselves, whatever their talent.
- The school's highly creative and thoughtful use of prayer spaces has a profound impact on pupils, adults and the wider community, including The Gambia.
- High quality opportunities for speaking ensure that RE is fully inclusive and that pupils gain deep theological understanding and strong religious literacy, regardless of their faith background.

Areas for development

- Continually innovate ways of expressing and capturing the depth of pupils' responses in RE
- Expand the scope of pupils' opportunities to speak and discuss within worship and share this practice more widely beyond the school

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
Inspection findings

All Saints' distinctively Christian vision, based upon Jesus' teaching to 'let your light shine', is deeply embedded in the life of the school. It is having a significant impact upon pupils and adults alike. This is a school which serves its whole community and exudes inclusivity. Leaders, including governors, passionately articulate how their vision shapes every aspect of school life. They aim to grow well-rounded young people who believe in themselves and make a positive contribution to society. As a result, pupils achieve very well and thrive in their learning. Despite this, leaders are not complacent and are continually addressing any areas at risk of underachievement. For example, disadvantaged pupils are now making accelerated progress in Mathematics. The school's partnerships with the local parish, the diocese and with their link project in The Gambia are all mutually beneficial. Worship expresses the empowering vision of the school and is valued by everyone. Therefore, the whole All Saints community understands what it means to be a church school. Support for staff and parents ensures that they, too, flourish in this school. The school has taken determined action to address the issues from the last inspection, and RE is now excellent.

The school's broad and thoughtfully-devised curriculum is a key driver for pupils' flourishing. It is designed to help every child succeed, whatever their talents are, and addresses their needs holistically. Learning projects are meaningful, exciting and challenging. Staff regularly go 'above and beyond' to support pupils who struggle with their learning, enabling each individual child to do their very best. Philosophical 'big questions' facilitate deep thinking and spiritual development across the curriculum. These begin with topics which secure pupils' understanding of the school's vision, its community and its partnership with The Gambia. They then develop into profounder questions about ethics and morality, tackling difficult topics, such as 'what is the price of war?'. The school's emphasis on oracy (speaking opportunities) enables all pupils to access these topics.

Pupils' character development is excellent. The school's 'steps to awesomeness' programme makes a huge impact on pupils' behaviour and attitudes. The scheme has recently been revised to strengthen the links with biblical teaching, so that it deepens pupils' spiritual development further. Pupils are vociferous advocates for charities which are personal to them, as well as supporting the school's link with The Gambia. They initiate impressive fundraising activities – such as running 30 miles – for these causes. Staff, parents and some pupils have had the opportunity to visit The Gambia and the project raises awareness of issues such as sustainability and poverty. Everyone understands this special link, which makes a remarkable difference to their lives.

The relationships in the school are exemplary. Pupils and adults respect one another and care deeply for each other. Parents comment that there is 'always someone to talk to; they always have time to speak'. Any issues are dealt with swiftly and entirely in line with the vision. The school makes every possible effort to ensure pupils can get to school. As a result, attendance has improved, particularly for vulnerable pupils. Pupils with special educational needs are very well catered for and enabled to thrive in the school. The school takes pupil well-being extremely seriously and bases its approach on research. Pupils say you can 'relax in the worry space if you're getting stressed and look at the calming jars'. Opportunities to speak one to one with an adult help pupils to feel supported and listened to. Pupils talk about how school activities 'gave us a voice'. Pupil leaders contribute to decision making in a variety of different contexts throughout the school.

The school's vision, values and curriculum ensure that pupils all understand the need to respect others. The link with The Gambia enables an understanding of people who have different lives. Care and compassion are hard-wired into this community, so that any bullying is tackled quickly by everyone. The school's anti-bullying policy is extremely clear about what a Christian community should be like. Questions around gender identity and inclusion are dealt with sensitively and considerately.

Reverential and thoughtful worship is at the heart of All Saints. Everyone is welcome and able to participate in a way that helps them grow personally. Moments of profound silence intermingle with opportunities for discussion so that pupils can reflect both internally and externally. A mixture of worship leaders ensures a rich variety of worship styles. This helps pupils understand the breadth within the church. They have a very good understanding

of the Eucharist and its meaning, and are familiar with liturgical elements of worship. Pupils learn about the teachings of Jesus, such as the parables He taught and what they mean for life today. These are clearly linked to the school's values and 'steps to awesomeness' programme. They explore different beliefs of the Christian faith in worship, including the nature of God. Parents value this, even if they don't have a faith themselves. Pupils help devise worship and provide feedback which informs future planning. Positive links with the church community enhance worship and provide opportunities which benefit both the church and the school. The school's prayer spaces are an example of excellent practice. They are 'unbelievably moving', according to school staff. Pupils and adults have significant opportunities to grow spiritually through them. A World War I themed prayer space included a trench and poppies for remembrance. Their Gambia themed prayer space was taken to Guildford cathedral, so that the wider community could enjoy it. Moreover, the inter-faith prayer space they ran in The Gambia itself demonstrates how far this remarkable practice reaches.

The curriculum for RE mirrors best practice in the school by enabling deep thinking. Pupils of all abilities have the opportunity to ask challenging questions, voice their opinions and 'wonder' about faith. Pupils are therefore developing excellent skills in theological enquiry. They are becoming increasingly religiously literate and take time to understand others. Consequently, they understand a range of religions and worldviews well. RE is led effectively and improvements to the subject have been rapid. Teachers understand best practice because it is routinely shared with them. Assessment is rigorous.



The effectiveness of RE is Excellent

Teaching in RE is of a very high standard because teachers are so well supported. Lessons are planned by specialists within each team with excellent subject knowledge. They include role play, research through artefacts and creative 'hook' activities. Pupils are achieving above average standards and make at least good progress through the school. Vulnerable pupils, in particular, make accelerated progress. This is mainly because speaking opportunities are so well embedded in lessons. For example, pupils in year 3 were seen debating 'justice' versus 'grace'. Pupils in year 6 explored the relative difficulty of Jesus' teachings, such as ongoing forgiveness and appropriate attitudes to money. Pupils' written responses are also high quality and have significantly improved in the last year. Pupils enjoy the challenge of RE lessons. They feel that their contributions are valued: 'what do we want to learn in RE? We get to ask our own questions and plan our term's journey'.

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