

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary Academy

Address	Magpie Hall Road, Chatham, Kent ME4 5JY		
Date of inspection	22 March 219	Status of school	Primary academy, VC equivalent
Diocese	Rochester	URN	142137

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

All Saints is a primary school with 310 pupils on roll and a further 53 pupils within the nursery. The school has a high level of religious and cultural diversity and many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is at national average. In September 2015 the school became part of the Medway Anglican Schools Trust (MAST), a partnership with three other Church primary and infant schools. The school was graded as good in the Ofsted inspection in June 2018.

The school's Christian vision

Our All Saints family shall arise and shine for the light of the Lord is upon us.

Key findings

- Recent changes in school leadership have placed the school's vision as central to the development of a vibrant curriculum. This has offered challenge and ensures engagement of all in their learning. The impact of this is at an early stage of development. This follows several years of progress and attainment for pupils that was below national averages.
- The school's vision and associated values have created positive relationships between adults and pupils. This ensures that behaviour is good throughout the school. Systems that foster forgiveness and restoration are firmly embedded and help to create a happy school.
- The school's vision that each person should arise and shine has a positive impact on its provision for wellbeing and mental health. This enables all pupils to feel safe and confident in school and impacts on good attendance.
- Pupils have embraced the vision to be shining lights in the world. They have effectively raised awareness of global issues within the school community. This develops understanding about social injustice and results in fundraising by the whole school community to support those in need worldwide.
- Religious education (RE) is led well. This ensures that teachers are enthused and knowledgeable. In turn, the majority of pupils have become reflective and evaluative learners.

Areas for development

- Work closely with MAST to raise levels of attainment and pupil progress in core subjects, so that these match national averages.
- Apply the theologically rooted vision within all policies so that they more explicitly deliver the vision.
- Widen opportunities for pupil involvement in leading worship on a regular basis, so that worship is consistently inspirational and inspiring.
- Set aspirational targets for middle ability pupils in RE so that all attain at an age appropriate level.

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

The school vision, rooted in biblical theology, is clear and shared by all the school family. An image of the vision, created by the pupils, deepens their understanding of its impact. One states that they feel 'stronger together, working with God, nothing can push them down because they will rise again'. Others recognise that the vision is a source of inspiration and comfort. Pupils readily acknowledge how the core values linked to the vision reflect the life of Jesus and how they are relevant to them in their daily lives. MAST and school governors are aware of the need, in line with the school's vision, to raise levels of attainment for all pupils. They have a structured monitoring programme and hold the headteacher to account. This partnership, alongside training and assistance from the diocese, provides effective support and challenge for the headteacher. School policies are gradually being reviewed so that they fully reflect the vision.

Following several years of pupil progress and attainment at levels below national averages, the headteacher is providing strong leadership in raising aspirations for all. A creative and inspiring curriculum, with the vision at its core, has been established. Parents recognise the enjoyment that is generated in their children by the exciting cross curricular topics that begin with 'super starters' and 'fantastic finishers'. These often involve dressing up activities, themed activity days and special visits such as the Zoolab. A wide range of clubs, trips and activities enhances the learning programme providing pupils with an opportunity to flourish beyond the classroom. As a result, pupils are eager to attend school and enjoy their learning. The use of challenge and 'big questions' that excite and engage pupils has resulted in evaluative and reflective writing, especially for the more able. Pupils readily articulate how the vision inspires them to do their best in their learning. In particular, pupils know that they must never give up, 'because it's in our vision'. In-year data for progress and attainment shows ongoing improvement. The headteacher, working with governors, has not been afraid to make bold decisions regarding the curriculum and provision for vulnerable pupils. This has resulted in well planned provision for these pupils, including those who have SEND. This includes a nurture room that fosters positive mental health and ensures ongoing good attendance of specific pupils.

Older pupils demonstrate sound leadership in their care of the younger pupils within their school family. For example, pupils of all abilities, have undertaken buddy roles within the nearby nursery. The school takes great pride in its charitable fund raising. Pupils, who are part of the global neighbours' team, demonstrate excellent leadership in raising awareness of a variety of world causes, such as Water Aid. Through their commitment, they have inspired the whole school to raise funds and to be aware of social injustice. The school council provides an active voice for pupils to make a difference and to be advocates for change. Recent actions include a project to record the level of air pollution on the playground with the aim of supporting medical research into asthma.

Positive and caring relationships throughout the school community, which faces many difficult challenges, are attributed to the school's vision and associated values. Overall, behaviour is good. When conflict or behaviour issues arise, they are managed in a kind and supportive manner. Pupils are encouraged to make good choices. Forgiveness and restoration are central to moving forward. As a result, pupils feel happy and secure in their environment. Staff consider that their wellbeing and mental health is positively fostered within the staff team. Parents also appreciate the level of support that is given to both pupils and families, emotionally and physically. This is supported by the partnership with the nursery which clearly shares the vision and associated values of the school.

There is a strong culture of respect and dignity shown to each member of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality or sexual orientation. Cultural and religious difference is seen as a source of celebration within the curriculum, especially in RE. Pupils take pride in sharing their faith and others listen with respect. Any incidents involving bullying of any kind are dealt with promptly in line with the school policy. This has been updated to reflect the school's vision.

Worship is seen as a time for the school family to come together. The school's vision and associated values are central to the weekly themes. Pupils enjoy worship, considering that it helps them to learn about Jesus, worship God and it 'convinces' them to be a good person. The weekly praise assembly is a highlight of the week for pupils. The focus on celebrating those who uphold the school vision affirms to pupils the importance of being the best that they can be. Key development areas from the previous denominational inspection related to pupil leadership and the evaluation of worship have been met. However, pupils expressed a wish to be more involved on a regular basis with the presentation of themes and ideas. This means that wider opportunities for pupil leadership in worship are currently underdeveloped. Pupils are enthusiastic about visitors to worship, including the vicar, who they see

as enriching their experience of worship. A focus on asking challenging questions parallel this approach within the curriculum. Opportunities for stillness and reflection, both during whole school and class worship, enable pupils to be at peace and be calm within. In this way, they all gain strength to rise above life's challenges.

Curriculum planning for RE, led by an enthusiastic leader, is effective in meeting the needs of pupils. The delivery of the curriculum has been enriched by the training undertaken by all staff. This means that they are knowledgeable and confident. Pupils experience a range of opportunities to learn, including the analysis of religious texts and theological ideas, as well as visits to local places of worship, including a mosque and a gurdwara. The use of big questions stimulates a high level of discussion. Pupils speak with confidence and in depth about the meaning of faith for Christians and other religions. Assessment in RE is robust. Vulnerable pupils and the more able are effectively targeted in lessons so that they perform at an appropriate level. The more able, in particular, thrive on the challenges set in learning. The outcomes of learning for many of the middle ability pupils is below age expectations at present. Shared monitoring activities with other MAST schools has resulted in effective improvements in the quality of teaching and learning. This meets a development point from the previous denominational inspection. Statutory obligations are met and reflect the Church of England Statement of Entitlement.

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Inspector's name and number	Elizabeth Pettersen 557