

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Primary School, Whetstone	
Address	116 Oakleigh Road North, London, N20 9EZ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>As Christ the Sower offered his love freely, we seek to nurture Christ's love in our children. Working with each student and their families, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish, seek after the truth and serve others. Mark 4</p> <p>'Inspired by Christ - Reaching Out to All - Being the Best We Can Be'</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision is embedded and evident in school life. However, the robustness of leaders' self-evaluation of the way the vision drives the school's Christian distinctiveness is less evident. • The school's curriculum, shaped by the Christian vision, provides rich and deep learning opportunities. This enables all pupils, whatever their background or abilities, to flourish in their learning. • The close link with the local church, notably through the vicar of All Saints', is a strength of the school. This effective partnership enriches the worshipping lives and spiritual development of the whole community. • Collective worship reflects the Christian vision well and is the heartbeat of the school. Innovative and inspirational worship enables everyone to have a deep understanding of the vision. Music, prayer and reflection are integral to the worship life. • Religious education (RE) is effective overall and expresses the vision. However, the extent to which staff subject knowledge enhances confidence in the teaching of RE is less consistent.
Areas for development
<ul style="list-style-type: none"> • Enhance the robustness of leaders' monitoring and evaluation of the school's Christian vision. This is so that it effectively supports the ongoing journey of their development. • Develop a shared understanding of spirituality for the school community in order to enhance spiritual provision and deepen personal growth. • Extend opportunities for professional development for all staff teaching RE. This will ensure all are equipped to support pupils' progress effectively.

Inspection findings

The Parable of the Sower is the driving force behind the Christian vision. Leaders and governors are clear about how biblical teaching roots the vision. Staff demonstrate a clear understanding of how pupils are considered to be like the little seeds in the parable. Inspired by the vision, adults' nurturing and love of the pupils ensures all grow fruitfully, 'despite life's rocks and weeds'. Leaders articulate with passion how the vision informs all school development and strategic priorities. They make financial decisions in the best interest of pupils and adults. This ensures that everyone at All Saints' flourishes and develops in a loving, secure environment. One example of this is the school's commitment to 'grow' its own leaders. There are several examples of how staff have progressed and advanced at the school successfully. Teaching assistants and former students have been promoted to leadership roles over time. Governors are supportive and visit the school to monitor collective worship and RE. However, systems to monitor the impact of the school's Christian vision are less secure as they are not robust enough. This means that the evaluation of All Saints' as a Church school is not based sufficiently on evidence and analysis.

The curriculum reaches out to all in response to the needs of every pupil. This is because staff liken the vision of the Parable of the Sower to equality for every single person. Provision is tailored to specific needs in order to maximise potential. This is particularly important at All Saints' because a more than average percentage of pupils have additional, complex or special educational needs. A positive feature is the way growth mindset is successfully intertwined through all areas of school life. This gives pupils strategies to keep trying and persevere. The affirmative attitude of 'I can't do it yet' helps everyone to focus on success. The Orchard Room is a safe, calm place where pupils who need a quiet space to learn can thrive. Just as the apples displayed on the tree grow from little seeds, vulnerable pupils are inspired to grow and blossom. As a result, pupils flourish whatever barriers they may encounter, echoing the good seeds of the Sower. Whilst there are various opportunities for spiritual development, there is not a clear, shared understanding of spirituality across the school.

The vision reaches beyond the school and is the inspiration for wide-ranging social action. For example, members of the Ukrainian community in Barnet are welcomed to use the school's premises on Saturdays. Project weeks, held every half term, help the school to meet the United Nations sustainable development goals. Inspired to support the natural world, pupils plant trees, vegetables and flowers. Looking beyond their own school, they campaign to reduce air pollution in the North London area so the wider community benefits. Second hand bikes are collected, fixed and renewed, then generously given to families, enriching their lives. As a result, pupils are effective agents of change in their local area. The vision also extends overseas through outreach work with a church in South Africa and a school in Spain. This enables pupils to think globally about life and to scatter seeds further afield. The vision encompasses the school's charitable giving, including donating to the local food bank and supporting several national charities.

Good mental health and wellbeing are hallmarks of the school and valued by all. Outdoor learning, physical education and activities to support mental health and wellbeing are key strands to the aspirational curriculum. Pupils and adults are supported through an on-site counselling service. As a result, they are equipped to manage their emotions and develop strategies to cope with the stresses of life. The school's houses are named after the four patron saints of Great Britain, intentionally linking achievements to a wider Christian heritage. Kindness is greatly valued as is evident in weekly celebration assemblies. All relish being nominated and recognised for kind deeds in the 'bucket of kindness'.




Relationships between members of the school community are good and all are treated with dignity and respect. Pupils are encouraged to seek forgiveness and reconciliation. By using their heads, hearts and hands wisely they know that they can create change and make a difference. All aspects of school life encourage respect for diversity and different ways of living. A synagogue is situated on the same site as the school. All within the school collaborate well with members of the Jewish community who use this. There are therefore rich opportunities to deepen everyone's knowledge of and respect for the Jewish faith. Visiting speakers from a variety of religions create a culture of respect for and tolerance of different beliefs.

Collective worship is invitational and readily attended by the school community, including those of different faiths or none. Prayer is central to worship and pupils enjoy writing and reading a variety of prayers. Class worship themes are explored in age-appropriate ways. As a result, pupils have a good understanding of the teachings of Jesus and the trinitarian nature of God. The partnership with All Saints' Church is strong and mutually beneficial. The vicar provides particularly strong support and pastoral care for the school community. She leads deeply valued weekly worship, in school, and monthly for everyone, including families, at the church. Opportunities for older pupils, who choose to, to be prepared for Holy Communion enrich their personal spirituality. The school choir enhances worship both at school and at church through their beautiful singing.

Pupils enjoy RE, particularly when learning is more enquiry based. This stimulates discussion and reasoning to which pupils respond with enthusiasm. By offering a range of support, the needs of every pupil are met. This includes working with pupils who have special educational needs and/or disabilities (SEND) to help them with the pace of learning. Consequently, pupils are fully engaged in activities that require them to think deeply by exploring big questions. They develop a good understanding of Christianity and the diversity of worldviews and religions. A new assessment and recording system is effective in enabling teachers to know what and how well pupils are learning.

The message from the Parable of the Sower weaves seamlessly through the fabric of daily life. Inspired by the vision, leaders ensure the range of opportunities helps pupils and adults to flourish and grow spiritually.



	The effectiveness of RE is		Good	
	<p>The school uses the diocesan scheme of work to effectively plan and sequence learning in RE. This ensures that the curriculum is comprehensive and has a good balance of theology, philosophy and human science. Teaching is consistently graded as good which was evidenced during the inspection. However, not all staff have sufficient knowledge to teach the subject confidently without support. Evidence in books, and talking with pupils, highlights that most make good progress. This includes those identified as being disadvantaged and/or more able.</p>			
Information				
School	All Saints' Church of England Primary School, Whetstone	Inspection date	4 May 2023	
URN	101329	VC/VA/Academy	Voluntary aided	
Diocese/District	London	Pupils on roll	233	
Headteacher	Luke Bridges			
Chair of Governors	Elaine French			
Inspector	Jenny Earp	No.	288	