

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Primary School, NW2

Vision

Learning by Loving Unconditionally

God's unconditional love for all drives us to create a compassionate, inspiring and nurturing environment in which every person can flourish and learn.

I pray that you may feel and understand, with all the Saints, how long, how wide, how deep and how high God's love for you is. Ephesians 3:18

Strengths

- All Saints' is a school that is unashamedly embracing and nurturing its Christian foundation. The Christian vision of learning by loving unconditionally is the driving force. It ensures opportunities are provided for every person to meet their full potential.
- The school has fruitful relationships with a wide variety of partners, including the church and the diocese. The norm is to help each other, by giving and receiving love and support.
- Leaders and staff have created a hospitable and nourishing environment to meet the needs of this widely diverse community. Everyone is loved and cherished for who they are and enabled to be the best they can be.
- Daily collective worship enriches the lives of pupils and adults. It provides noteworthy spiritual opportunities such as prayer and quiet reflection times.
- Religious education (RE) lessons have their rightful priority in the curriculum and the timetable at All Saints'. Pupils are taught well and make good progress in their learning.

Development Points

- Ensure there is a shared and embraced understanding of spiritual development. This is so that as pupils mature, they benefit from a curriculum that provides memorable and enriching spiritual opportunities.
- Develop pupils' skills so they are empowered to initiate and lead social action. This is to support them to act and improve the world around them.



Inspection Findings

The school's Christian vision and values are deeply embedded, are the driving force in school life and clearly enable pupils and adults to thrive. The vision was recently revisited and relaunched, in consultation with pupils, parents and governors. This ensures its relevance for the widely diverse community the school serves. Learning by loving unconditionally is a mantra known and earnestly followed by pupils and adults. The accompanying Bible verse has been thoughtfully chosen so people can fully understand the roots of the vision. Classes are now named after the school's core Christian values. Pupils and adults talk about the values and apply them to everyday life in school. An example of this is when they compassionately think about someone else's difficulties.

The curriculum reflects the Christian vision and inspires people to flourish and learn. Staff are adept at welcoming pupils and their families, many coming at short notice from other countries. Leaders have purposefully provided a safe and stable environment in school. Staff rapidly identify and provide for the individual needs of pupils, and their families. Examples of this include an induction pack and language courses arranged for parents. This means they settle quickly into the school community. The atmosphere is calm, and pupils engage well in their learning. Parents are full of praise for the school. They value how the school's nurturing environment is enabling their children to learn and succeed. Leaders provide admirably for and have high expectations of pupils. This includes those who are vulnerable. Aspiration for all pupils is tangible. Visitors, such as a dentist, are strategically chosen to inspire them. There are incidental moments of spiritual development across the curriculum. However, intentional opportunities for pupils to ponder and reflect as they mature, are lacking.

Daily collective worship is a joyful, harmonious coming together of adults and pupils. It is faithful to the Christian foundation of the school and is skilfully planned. A well-established liturgy is used, whether in the school hall, classroom or church. There are special moments of silence, prayer and reflection, which nourish a sense of the spiritual. Bible stories illustrate and embed the vision and values. Pupils are regularly involved in helping to lead worship and are empowered to take ownership. For example, they plan and present worship on their class Christian value. The school song is beautifully performed without accompaniment and is spiritually enriching. Each classroom has a prayer table, used as a focus for worship each week. This means themes can be explored at a level appropriate for each age group. There is a weekly prayer club, and invitational prayer is an intrinsic part of the school day for pupils and adults. This brings a sense of hope and thankfulness. There is a strong link with the local church, which enhances spiritual flourishing.

All Saints' is a very hospitable school. A vision-infused culture of treating each other well ensures people are cherished and diversity is celebrated. Leaders are aware that for some pupils attendance is a challenge and is lower than ideal. They therefore create a compassionate, inspiring and nurturing environment to encourage pupils to attend, learn and thrive. Support within school and from outside agencies effectively enables the wellbeing and good mental health of pupils and adults. The outdoor environment provides a range of stimulating spaces and activities. This is intentional, as leaders know many pupils do not have access to open-air play spaces at home. Pupils enjoy school and look forward to coming each day. Adults delight in working here. Leaders encourage and support staff training and development. This builds a sense of dignity and wellbeing. The community is drawn together by a strong parent teacher association.



Leaders have instilled a culture of justice and responsibility. Fairness and the rights and needs of individuals, are a priority. For example, pupils and staff help at the food bank in church. This demonstrates their commitment to others. Pupils are trustworthy and take their roles seriously. They make suggestions and take action so the school becomes a better place. The school council provides ideas for improving the playground. Pupils recognise that the outdoor areas now provide a happier and safer environment. Staff ensure the school is involved in social action initiatives and are excellent role models for pupils. For example, they enabled pupils to plant bulbs as part of a 'greening the neighbourhood' project. A group of pupils are involved in an art project led by a charity devoted to helping young people with disabilities. Consequently, pupils learn they can make a difference in society. Opportunities for pupils to independently identify and initiate action on issues affecting the world outside their school are missing.

The RE curriculum has high priority, as evidenced by displays in each classroom. Pupils learn about diversity in belief, practice and traditions between and within a range of world faiths and worldviews. Visits to places of worship enhance this. Pupils talk knowledgeably and articulately about Christianity and how Christians may worship in different ways. When studying Islam, pupils thought deeply about the things they would like to know and corresponded with a local imam. International week provides opportunities for pupils to learn about and celebrate a range of faiths and cultures. Pupils and parents value RE lessons because they lead to a deep respect for different religions.

The leadership of RE is highly effective. Training and professional development provided by the diocese is valued. This ensures leaders and teachers know the subject well. Teaching and learning are impressive. Pupils work as hard in RE as they do in other subjects. Teachers mark pupils' work alongside them in lessons. This means pupils get instant feedback and know how well they are doing. They make good progress from their starting points in RE. There is clear progression from the youngest to the oldest pupils. Regular and rigorous assessment means teachers can plan appropriately for the needs of pupils. Leaders regularly drop into lessons, talk to pupils and look at books to evaluate the effectiveness of teaching and learning. Pupils have a very positive attitude to their RE lessons. As one pupil said, 'Teachers help me to understand more and to learn something when I don't know.'

Information

Address	Cricklewood Lane, Childs Hill, London, NW2 2TH		
Date	10 December 2024	URN	101315
Type of school	voluntary aided	No. of pupils	172
Diocese	London		
Headteacher	Holly Skinner (acting headteacher)		
Chair of Governors	Chelsea Considine and Robin Sims-Williams (co-chairs)		
Inspector	Janet Tringham		