



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### All Saints' CE School

East Road  
Wimbledon  
SW19 1AR

**Previous SIAS grade:** Good

**Current inspection grade:** Good

**Diocese:** Southwark

Local authority: Merton

Dates of inspection: 10 and 11 December 2015

Date of last inspection: 19 November 2010

School's unique reference number: 102663

Headteacher: Andrew Park

Inspector's name and number: Andrew Redman 789

### School context

All Saints' CE Primary School serves the communities of Wimbledon, Mitcham and Colliers Wood. This voluntary aided school is increasing to 2 forms of entry, currently reaching Year 4, and is set on two quite separate sites. Approximately 65% of the school's pupils are Christian and 33% attend local churches. The other main religions represented are Muslim (12%) and Hindu (11%). The number of pupils with English as an additional language is well above average. The new Headteacher has been in post since Easter.

### The distinctiveness and effectiveness of All Saints' as a Church of England school are good

- Positive relationships throughout the school reflect the clear and distinct Christian values and ensure all members of the school and church community feel a sense of belonging to the 'All Saints' family'.
- The love and the Christian care for the individual child and their family develops positive behaviours and attitudes to learning.
- Staff and pupils value and enjoy Religious Education (RE) which has a high profile at the school and contributes well to its Christian values.
- In all aspects of the life of All Saints' as a church school there is an understanding of, and the utmost respect for, others' beliefs and opinions.

### Areas to improve

- Develop a clear understanding of the basis for the Christian values of the school which is shared and articulated by all.
- Develop the work of the Faith Group to evaluate the impact of the school's Christian distinctiveness, ensuring that future planning is effective in enriching the academic, personal and spiritual growth of all pupils.
- Use assessment in RE to identify progress and trends over time enabling the learning needs of all pupils to be accurately identified and addressed.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Parents value the care and attention given to support the individual needs of their children. They speak of the core Christian values 'running through every member of staff.' Personal relationships throughout the school are strong and the behaviour policy is built on forgiveness; attendance is therefore good and exclusions rare. The love and Christian care for the individual child and their family comes across through everything that the school does. There is a relentless focus in developing the whole child and this is reflected in the high standards of behaviour, positive attitudes to learning and strong academic achievement. Attainment and expected progress are at or above national average.

Biblical stories and parables in RE and collective worship encourage pupils, including the youngest, to think deeply about their behaviour and relationships. Not all members of the school community, however, are able to articulate the Christian truths that drive these values. A Year 1 child explained that 'we use our values on the playground so we are a happy community.' This sense of community, coupled with personal development, was articulated by one child who said that 'you need personal strength to make the community strong.' Belonging to the 'family of All Saints' is highly valued. The children are encouraged to be reflective in their learning and spirituality is a core element of both the RE and wider curriculum. The explicit and inclusive Christian ethos of the school promotes a real understanding and respect towards those of other faiths. As one child explained, 'we need to know and respect their traditions.'

### **The impact of collective worship on the school community is good**

Collective worship is distinctively Christian and central to the life of the school. It is deliberately planned as the focal point of the day to bring both school sites together as the 'All Saints' family.' This act of worship is seen as protected time and an opportunity for contemplation, reflection and prayer; as a result it has a positive impact on the spiritual development of the whole school community. As one member of staff said, 'it's a time to stop, come together, reflect and spiritually connect with God.' Children also feel a real sense of belonging to the local church which, being situated equidistant from both sites, also plays a vital role in binding the school together. The shared values have a direct link to the classroom where prayer is part of the rhythm of school life and integral to the whole school; formal prayers are shared at key moments throughout the day as well as at informal and spontaneous opportunities. It was noted that children on a residential school journey initiated prayers before their bed time.

Worship is planned by senior leaders with a clear focus on the person of Jesus and uses Biblical material and carefully selected hymns and prayers to reinforce identified Christian values. Parents believe that children understand that their daily attitudes and behaviours build on these lessons learned. This belief was reiterated by staff who explained how children are taught how to apply this learning in all aspects of school life on a daily basis. There is an expectation for 'everyone to be a leader' and, by using individuals' strengths, staff talk about the 'freshness' this brings to worship. Regular clergy led worship and visits to the local church enable pupils, and their families, to experience and understand the Anglican tradition and church festivals. Mass services for pupils in Year 5 and Year 6 are now a feature of the worship programme. Children and adults of all denominations, faiths and no faith, clearly value and enjoy the opportunities to worship; they join confidently in prayers and responses, reverently respect times of quiet and reflection and sing with obvious joy and passion.

This area is not yet outstanding and the school has rightly identified the need to develop pupil understanding that God is Father, Son and Holy Spirit. The involvement of other local clergy is increasing but not yet embedded in the worship programme. Although pupils enjoy contributing within worship, they have limited opportunities to plan and lead. The evaluation of worship is not frequent enough to inform development planning on a regular basis.

### **The effectiveness of the religious education is good**

RE is given a high profile at the school and contributes well to its Christian values. Staff and pupils value and enjoy RE; the well planned scheme of work ensures that much of the teaching is devoted to Christianity but also includes Islam and Hinduism to mirror the faiths of many families in the school. RE is a key feature in the recruitment and induction of new staff; its importance and centrality are highlighted to ensure that high standards are maintained. There is, therefore, a real sense of pride in the presentation of work from Nursery to Year 6 and outcomes reflect the creative and imaginative teaching that is encouraged and which is enabling pupils to develop their 'learning from religion.' Standards in RE are good and broadly in line with other core subjects. The school has implemented new assessment procedures for RE in the past year. End of unit assessments enable pupils and staff to reflect on progress and next steps but, whilst new systems are embedded, there is some inconsistency across the school in the effectiveness of this process. This limits the progress made by pupils in some year groups. Planning clearly takes in to account the needs of all learners, consequently the progress of pupils with special education needs often exceeds that in other areas. Pupils respond well to opportunities within RE to apply their learning to situations in the world today. This was clearly evidenced in a Year 6 class where the learning focused on the plight of current refugees and how this related to the Holy Family. Pupils explained that 'our learning is always linked back to the Bible' and 'we really have to think.' Similar 'What if?' links flow through the whole curriculum providing opportunities to develop spirituality and link Christian values to daily life in all subject areas. Good progress has been made since the last inspection to extend links with other faith communities to enhance the learning about other faiths. In all aspects of school life there is an understanding of, and the utmost respect for, others' beliefs and opinions.

### **The effectiveness of the leadership and management of the school as a church school is good**

Senior leaders and governors actively celebrate the distinctive Christian character of this school. Faith and spiritual development are at the centre of the curriculum and pupils readily articulate their consideration for others locally and globally. All members of the school community are committed to, and live by, the carefully identified values on a daily basis. The behaviour policy is built on forgiveness which results in strong relationships between pupils, staff and the wider community. Despite the practical challenges of working on two separate sites there is a real sense of belonging to the 'All Saints' family'. One parent commented that 'my child is known by all members of staff...even if they work in the other part of the school.' The church itself provides a central focal point that binds the community together. A member of staff explained that 'the church and the school are the community. We receive a lot from them and we need to give a lot back.' Planning for the future leadership of All Saints' as a church school is strong. The appointment process and induction programme for new staff ensures consistency in expectation; as a result, high standards have been maintained. The leadership of RE and worship are given high priority which provide clear direction, leading to effective practice impacting positively upon the school's Christian distinctiveness. The well-established Faith Group live out the school's mission statement and 'share in the responsibility of living and working together in a caring Christian environment.' This statement is currently under review to ensure this message is accessible and relevant to the children. They have a good understanding of the school and members work closely with senior leaders in monitoring and evaluating it as a church school. Good progress has been made to address issues identified in the previous SIAS inspection focus however rigorous systems are not fully in place to evaluate the impact of the school's Christian distinctiveness.