

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Junior School, Maidenhead	
Address	Westborough Road, Maidenhead, SL6 4AR

School vision
<p>‘And I will always guide you and satisfy you with good things. I will keep you strong and well. You will be like a garden that has plenty of water, like a spring of water that never goes dry.’</p> <p style="text-align: right;">Isaiah 58:11</p>

School strengths
<ul style="list-style-type: none"> <li>• The centrality of the school’s Christian vision and its associated values drives a strong culture of improvement at All Saints. Pupils and adults feel nurtured and flourish as a result.</li> <li>• Leaders foster spiritual development across the school. The curriculum offers powerful opportunities for spiritual and moral development, which staff seize and explore with pupils.</li> <li>• The Christian vision promotes a culture of compassion and determination which is aspirational for all pupils. Effective leadership ensures that pupils who have special educational needs and/or disabilities (SEND) and those considered vulnerable are well-supported.</li> <li>• Choices of literature and resources inspire pupils to reflect on social justice which encourages them to consider the needs of others. This motivates them to respond with compassion and act independently as agents for change.</li> <li>• The development of pupil leadership strongly reflects and reinforces the school’s vision. The impact of pupils taking responsibility has a significant and positive impact on behaviour and relationships.</li> </ul>

Areas for development
<ul style="list-style-type: none"> <li>• Extend the evaluation of worship and spiritual life of the school. Identify how pupils can take a greater lead in its development, so enhancing opportunities for them to develop spiritually.</li> <li>• Enhance the extent to which the religious education (RE) curriculum is engaging. This is so that it strengthens pupils' knowledge of Christianity as a global, living religion.</li> </ul>

Inspection findings
<p>Guided by their Christian vision, leaders are resolute in their determination that pupils and adults should thrive at All Saints. Thoughtful selection of a Bible verse which applies well to the school’s context secures collective understanding and commitment. It is both a set of promises and aspirational, relevant to all members of this diverse community. The values of compassion, wisdom and responsibility are drawn directly from consultation with pupils. The Oxford Diocesan Schools Trust’s (ODST) ‘common vision for the common good’ adds support, rigour and capacity. The</p>

foundation of All Saints as a Church school is enriched by joining ODST. Trust leaders are keen to re-establish 'the glory of the school'. The effective partnership between ODST and the local church has a significant impact on the All Saints' community. Prayerful support enriches the spiritual life of the school. Leaders, including trustees and governors, have a strong understanding of the school's strategic and operational planning. They monitor and evaluate carefully and accurately. Consequently, leaders are clear on the next steps in All Saints' development path. The centrality of the vision and its associated values fortifies all aspects of improvement. Pupils and adults flourish as a result.

The All Saints' curriculum is ambitious in its aim to develop lifelong learners who have autonomy as global citizens. Extensive support from ODST boosts staff development and builds the capacity of subject leaders. Teachers review the curriculum and are increasingly confident in developing it to respond to pupils' ideas and meet their needs. This includes seizing opportunities to explore 'big questions' as they arise, and for spiritual reflection. Staff describe this as 'organic' development, rooted in the school's vision of the garden growing. Actions by teachers accurately identify opportunities to enhance the formal curriculum, for example exploring outdoor learning. This nourishes pupils' enthusiasm for nature and increases their concern for God's planet. An active 'eco team' is established as a result. Pupils show responsibility by tending the garden in their breaktimes. Revamping of the English curriculum and the introduction of some inspirational texts are significant. Pupils speak enthusiastically about the stories they read, which have a clear impact. They inspire pupils to live out their values, showing compassion for the challenges faced by deaf people. Similarly, they gain understanding of the impact of human actions on the natural world. Stories featuring children who are refugees both spark compassion and inspire pupils as agents of change.

Collective worship is an important aspect of daily life at All Saints. The school week starts and ends with worship. The inclusive values are systematically explored and reinforced, each being an area of focus per term. The interactive nature of worship enables pupils to express their views and consider how themes are personally meaningful. Time for stillness provides space for personal reflection. Daily worship includes class-based 'pause for thought', enabling pupils and adults to explore the weekly focus in more depth. This enhances opportunities for individual spiritual reflection. A strong relationship with the parish church enriches pupils and adults' experience of worship. Services marking key celebrations in the Anglican calendar are held in the afternoon and the evening. This offers families the opportunity to share this spiritual experience with their children. The school's service for the Christian festival of St Peter and St Paul highlights ways people of different faiths can learn from each other. This demonstrates the inclusive commitment to embracing the diversity of the local community. 'Open the Book' sessions engage pupils with Bible stories by acting them out. This forms the core of a weekly worship led by parishioners from local churches, so strengthening partnerships with the community. Worship is well-planned, however its evaluation is underdeveloped. Consequently, the way it impacts on spiritual development is not fully clear.

Pupils show their enjoyment of school through their excellent attendance and positive attitudes. They are respectful towards staff and each other. When differences arise, pupils are confident in staff helping them to resolve issues. The school's values come to the fore as they speak of compassion and responsibility in managing their relationships. Pupils play happily in their breaks enjoying sports, gardening and structured activities, which help them to develop character. They are aware that the literature they read fosters empathy and compassion in line with the Christian vision. Pupils describe how their teachers help them, while encouraging them to be independent, thus showing responsibility. Effective leadership ensures that pupils who have SEND are included in lessons with their classmates. Specialist resources and support in class assist them in their learning. Driven by the vision, the school invests in specialist therapeutic provision for specific needs enabling pupils with SEND to thrive. Counselling for pupils' emotional and mental health engages and

encourages those with previously poor attendance and other barriers to learning. There is also a strong focus on adults' flourishing. Following a period of change, staff gather together willingly and feel their contributions are listened to. Effective support by ODST strengthens staff expertise and builds leadership capacity across the school. Staff join subject networks and are encouraged to take professional qualifications. They feel able to follow their educational passions, which in turn inspires their pupils.

Pupil leadership strongly reflects the school's vision. Pupils appreciate their opinions being taken seriously by adults. The 'head children' and school council are regularly consulted. Leadership roles such as prefects, librarians and sports leaders further develop pupils' appreciation of responsibility and their personal confidence. Exposure to questions of social justice through the curriculum enables pupils to consider their own roles as agents of change. This outward looking culture of justice creates a climate which fosters social action. An ambitious 'eco team' leads the way in whole school initiatives. Pupils initiate a campaign around Fairtrade, which extends to involving families. Others set up charitable fundraising as a result of reading about the experience of refugees. The school's values positively impact on pupils. This invokes their compassion and stimulates them to take responsibility through action.

The RE curriculum is well-balanced between the study of Christianity and other worldviews and religions. Subject leadership is effective, with a strong focus on staff development. The RE leader benefits from valued support from the diocese. Leaders recognise the need to strengthen pupils' knowledge of worldviews and religions, particularly Christianity as a global religion. As a result of this they are reviewing the curriculum, planning and resources. Pupils enjoy visits to the places of worship of major religions. These offer them a personal and authentic experience, strengthening their understanding and knowledge.

The inspection findings indicate that All Saints Junior School is living up to its foundation as a Church school.

Information			
Inspection date	10 May 2024	URN	149535
VC/VA/Academy	Academy	Pupils on roll	227
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Executive Headteacher	Rob Harris		
Chair	Jenny Wilks		
Inspector	Rachel A Jones	No.	2237