

Statutory Inspection of Anglican and Methodist Schools

All Saints Church of England Primary School

(SIAMS) Report

Vision

Our vision has been carefully chosen to serve our community and enable all, who are part of All Saints life, to achieve through loving relationships, belief in themselves, hope for the future and the aspiration and belief that they can make a positive difference through the smallest of change.

Together we Aspire, Believe, Explore, Achieve

If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you. Matthew 17:20

Strengths

- The strongly embedded Christian vision drives the strategic decision making of leaders. This provides people with an aspirational and values-based culture where they flourish. The vision of the trust enhances the Christian distinctiveness of the school, increasing opportunities for pupils and adults
- Adults shape a rich curriculum which is inspired by the Christian vision. They have high expectations and support pupils to grow in confidence, skills and knowledge. Expertly planned activities support the most vulnerable, helping them to thrive.
- Invitational collective worship offers reflective moments to ponder the Christian vision and pray. Carefully planned activities around the school's values nurture spiritual growth.
- Leaders, including those within the trust, are dedicated to creating a culture where people can live together well. They prioritise strategies that promote peoples' wellbeing and personal development.
- Leaders utilise partnerships well when planning and resourcing religious education (RE). This supports teachers well, enabling them to develop their subject knowledge.

Development Points

- Embed the shared language for spirituality within the wider curriculum. This is so that pupils can discuss experiences that influence and deepen their personal spiritual development.
- Deepen pupils' knowledge about the range of beliefs and practice within religious and non-religious worldviews. This is to enable them to make even greater progress with their learning.





Inspection Findings

The Christian vision of the school is firmly rooted in the parable of the mustard seed. Leaders create an aspirational culture where individuals are able to flourish academically and personally. Pupils and adults share that with self-belief and God's help they can achieve their goals. The school is enriched by new families moving to the area. This has extended pupils' understanding of traditions and beliefs within the locality. Inspired by the vision, leaders are dedicated to meeting the needs of those new to the school community. Their wise strategic decision-making is underpinned by the Christian vision that 'nothing is impossible'. Pupils are nurtured to learn from their 'marvellous mistakes'. This is because the adults who teach them explain these positively. Consequently, there are open conversations about the school values and how these are lived out in practice. Governors know their school well. Their considered decision to join the trust enables pupils to benefit from the expertise between local trust schools. Trustees actively support leaders to maintain the Christian distinctiveness of the school. Their well-planned monitoring and evaluation supports leaders to serve pupils and adults effectively.

The Christian vision in the form of aspiration underpins decisions about the curriculum. Adults are **committed** to providing an inclusive and nurturing environment. Pupils work happily alongside each other. They are proud of their achievements and recognise where they need to grow. This leads to increased levels of resilience, particularly for the vulnerable. Specialist learning activities enhance the curriculum for disadvantaged pupils. Carefully planned visits to local shops teaches crucial life skills to vulnerable pupils. Teachers plan creatively so that learning is memorable. For example, making a booklet about the Hindu festival, Holi. They value pupils' achievements and recognise how they live out the school's values. The awarding of certificates recognises those who live out the inclusive Christian vision. Great importance is placed on celebrating the achievements and flourishing of individuals. Teachers provide opportunities for spiritual development within the curriculum. They plan new topics with exciting activities which prompt curiosity. Outdoor learning provides special moments of awe and wonder for pupils in the early years. Adults and pupils engage positively with the volunteers who host the 'prayer space'. Despite these rich experiences, the language to speak about spiritual development needs to be embedded.

Inclusive collective worship is thoughtfully planned across the week. As a result, adults and pupils are able to reflect upon the meaning of Christian stories and teaching. Adults sensitively offer pupils valuable reflection time to consider how these will shape their relationships with others. They are provided with prompts to ponder how Christian teaching influences their future actions. Pupils share that they remember these when playing or talking to their friends. Leaders have made good links with a variety of churches within the local area. This provides pupils with knowledge of a variety of worship styles. Prayer is valued and threads through the life of the school, This enables pupils and adults to flourish spiritually in worship. The prayer written by the school sensitively reminds people about 'love, peace, contentment and working together' reinforcing the Christian vision. Singing within the celebration worship is joyful and reinforces that faith can 'move mountains'. Pupils speak warmly of their experiences in class worship and how this enables them to reflect calmly. They recognise that it is a reflective and distinct part of the day. Leaders are utilising a specialist resource to help conversations about spirituality but this is not embedded. Collective worship clearly emphasises the school's values of 'love, courage and hope'. Pupils know the importance of using 'kind words, kind hands and kind feet'. They value the opportunities to write thoughtful prayers to share during worship together. Adults flourish spiritually because they feel moved by worship which celebrates the vision at work within the community.

Trust and school leaders afford high importance to the wellbeing of people in their care. The strategic decision to employ specialist staff to work alongside vulnerable families lives out the vision of service. The thoughtful re-use of areas provides calm spaces for those needing to regulate their emotions. Similarly, the 'sensory space' has the capacity to support vulnerable pupils. Parents clearly value the culture of the school. This is because people are treated with dignity and love. The strong bonds that are underpinned by the Christian vision enhance the wellbeing of pupils and their families. Leaders are mindful of staff workload and their mental health. The appointment of a 'wellbeing lead' to organise social events and report to



governors contributes to the inclusive, loving ethos. Staff are signposted to mental health training. This enables them to support families effectively. Leaders within the trust ensure that adults have access to regular networking groups. These equip staff to serve pupils and their families within the school community.

Leaders actively reinforce the importance of respecting the rights of others. They ensure that pupils understand the importance of equal opportunities and fairness. To this end, adults sensitively frame conversations around the Christian vision and values. For example, the 'school charter' deepens pupils' understanding that their actions can improve the lives of others. This forms a close-knit community. Teachers embed meaningful opportunities for pupils to learn about justice and responsibility. Pupils enthusiastically consider how they can actively make a difference within their community. They are particularly proud of their extensive harvest festival contributions to the local food bank. Teachers encourage specialist events to broaden pupils' understanding of their role in preserving the resources of the world. For example, the 'green team' organises a 'switch off electronics day'. Leaders carefully select global challenges that raise pupils' awareness of injustice across the world. These include providing resources for people experiencing homelessness.

Leaders have a strong vision for the provision of a high quality RE curriculum. They diligently ensure that learning is progressive, enabling pupils to deepen their knowledge. Teachers benefit from the specialist advice and helpful resources provided by the diocese and trust. Their increased confidence means that teaching is effective. As a result, pupils have positive attitudes and enjoy memorable activities. For example, creating a poster about a mosque taught pupils about Islamic prayer. Well-chosen questions underpin learning, but pupils' appreciation of the diversity within religious practice is limited. They respect that people have different opinions and can talk with some knowledge about religious beliefs. However, they cannot make meaningful comparisons when talking more deeply about the details of religious practice between world faiths. Pupils benefit from visits to the local church which enhances their awareness of Christian worship. The study of non-religious worldviews is embedding within the curriculum. Teachers provide pupils with regular and precise feedback. This allows them to reflect upon their understanding of religious beliefs and make expected progress. Leaders evaluate assessment information regularly, which informs their strategic planning.

Information

Address	Tamar Way, Didcot, Oxfordshire, OX11 7LH		
Date	18 October 2024	URN	150190
Type of school	Academy	No. of pupils	423
Diocese	Oxford		
MAT	Ridgeway Education Trust		
Headteacher	John Myers		
Chair of Governors	Elisabeth Anderson		
Inspector	Helen Crolla		