

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints CE (Aided) Infant School	
Tilford Road, Tilford, Farnham, Surrey. GU10 2DA	
Current SIAMS inspection grade	Outstanding
Diocese	Guildford
Previous SIAMS inspection grade	Outstanding
Local authority	Surrey
Date/s of inspection	07 December 2017
Date of last inspection	13 December 2012
Type of school and unique reference number	125198
Headteacher	Sara Bedford
Inspector's name and number	Dr Trevor Walker (NSIN 908)

School context

All Saints is a small village infant school in a rural location. Pupils come from generally advantaged backgrounds. The proportion of pupils who are disadvantaged and those who are receiving special educational needs (SEN) support is well below the national average. The vast majority of pupils speak English as their first language. The church is part of a united benefice and a part-time parish priest takes responsibility for All Saints' church. The headteacher has been in post for two years and one teacher is newly qualified.

The distinctiveness and effectiveness of All Saints as a Church of England school are outstanding

- The headteacher has a depth of understanding that underpins an ambitious and inspiring vision for church school education.
- Christian values and inclusion lie at the heart of the school's distinctiveness.
- Behaviour is excellent and pupils are cared for and nurtured in such a way as enables them to flourish.
- The worship is distinctively Christian, Anglican-based and offers opportunities for developing personal spirituality through the use of enquiry led questioning and reflection.
- There is a broad and engaging curriculum across the school and the standards in religious education (RE) are high.

Areas to improve

- Develop a more comprehensive and systematic approach to planning progress in each of the elements of spiritual, moral, social and cultural (SMSC) education.
- Combine the evaluation of the elements of Christian distinctiveness and ethos with that of the rest of the school's evaluation of provision and practice.

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

Since the last inspection the school has developed well and the Christian ethos is secure and embedded. Christian values lie at the heart of this distinctiveness. The headteacher describes them as: 'the river that runs through Tilford, alive, vibrant, life-giving, constant'. Pupils act in accordance with the school's chosen values of love, perseverance and joy. They are inspired and challenged by them and can easily link them to the Christian narrative. Standards of achievement in the core curriculum are high for all and by the time they leave the school, at least 40% are currently working at greater depth. This can be directly attributed to the school's Christian character. For example: love - supporting and nurturing; perseverance, increasing resilience and gaining confidence; joy, developing a sense of wonder and a love of learning. A high priority is placed on the practice of inclusion. The headteacher quotes the parable of the 'lost sheep' in emphasising the importance of each and every child. Consequently, the progress of the disadvantaged and SEN pupils is strong and secure. The children and their families are well supported 'with dignity', in order to overcome, wherever possible, the barriers to their learning and progress. Relationships throughout the school are strong and positive and attendance is good. Behaviour is excellent and pupils are cared for in such a way that enables them to flourish. They delight in their learning and appreciate the vibrant, imaginative and interactive displays in their classrooms and around the school. There is a broad and engaging curriculum that is enriched through challenges such as the '7x7 pledge', seven competencies by seven years of age. Examples of the pledge are to be able to name seven birds trees and flowers and being able to say hello in seven languages. Excellent use is also made of the richness offered by the stimulating outside environment.

The school's approach to SMSC education has a secure theological underpinning. Practical links to the curriculum are explored through examples such as Robin Hood stealing from the rich and giving to the poor. In giving their opinions, older pupils are able to make sensible contributions while respecting the ideas of others. Nevertheless, the school would benefit from a more comprehensive and systematic approach to planning progress in each of the elements of SMSC. Attitudes to learning in RE are positive. Pupils enjoy the subject and it makes a strong contribution to the Christian character of the school. Provision for the development of pupils' understanding of diversity and difference are signposted in the SMSC policy. Pupils have considered the impact of the failure of harvests around the world. One of the 7by7 pledges is serving my community and governors have instigated an inter-generational project with Farnham Assist (well-being of children and elderly). The school has already identified the need for pupils to have a deeper understanding of Christianity in a multi-cultural context. They have, however, already explored the impact of national and religious cultures on the designs of Christian crosses.

The impact of collective worship on the school community is outstanding

Collective worship is an important part of each day, for pupils and adults in both whole school and class worship. The worship is distinctively Christian, Anglican-based and offers opportunities for developing personal spirituality through the use of enquiry-led questioning and reflection. Collective worship is led, in turn, by the headteacher, the RE subject leader, the parish priest, and, on occasions, the children. Pupils take part in the call to worship, use sign language in their responses and can compose their own prayers. Class teachers and children lead class worship and all worship underpins and celebrates the school's values. There is a weekly 'joy assembly' where pupils' achievements are linked to the values. Children and adults attend the acts of worship. In whole school worship the teachers and teaching assistants sit among the children in a way that enhances a strong sense of the school as a worshipping community. On the day of the inspection, a visiting group from the local Farnham churches performed the nativity story with sensitivity to the message and a great deal of humour. The children were fully engaged, yet respectful of the occasion. At the conclusion of the event one child stood up to offer an impromptu prayer: 'dear God, thank you for the lovely people, who came to do this lovely show'.

The messages from whole school worship motivate further thinking and reflection through the course of the day. On the day of the inspection, themes from collective worship were followed through into the RE lessons. Planning indicated that these themes would continue for the remainder of the term. Planning is carried out by the headteacher, the RE subject leader and the parish priest. Pupils' religious understanding demonstrates a good awareness of Bible stories and events. Personal prayer is developed through the course of each day and over time. Pupils pray regularly in their classrooms, not least before lunchtimes and at the end of the day. In each classroom there is a worship display that provides ideas through linking to the current themes from whole school and class worship. Around the school, spirituality is enhanced through the use of imaginative and inspirational spaces and displays. The area, known as 'the gallery' offers a prayer tree where pupils can write their prayerful thoughts and requests. The area also provides three-dimensional displays on the 'light of the world' and an abstract, by a local artist, reflecting aspects of the school values. The development of spirituality is further supported through the use of regular monthly playtime prayer spaces run by the parish priest and church youth worker. Easter pause days have

provided an important and impactful spiritual experience for many children. In monitoring this activity, a governor reported the pupils' comments, such as, 'I know I can persevere if I have to'. The school marks the festivals of the Christian year in conjunction with All Saints' church and the wider parent community become involved. Monitoring and evaluation, by staff and governors, effectively identifies where improvement is needed.

The effectiveness of the religious education is outstanding

The school follows the Guildford Diocesan Guidelines, with RE being regarded as a core subject. As well as Christianity, representing most of the allocated teaching time, Judaism and Islam are taught within three units in Key Stage 1. Pupils' attitudes are positive, and enquiry-based approach is a feature of the learning. Achievement is high. It is in line with the high standards being achieved in the other core subjects. There are termly meetings that focus on pupil progress. The progress that the pupils make is strong and secure and RE makes an important positive contribution to the pupils' SMSC development.

The school judges most RE teaching and learning to be outstanding overall and the evidence from this inspection indicates that this is so. Lessons seen during the inspection demonstrated a range of opportunity for pupils to explain their ideas and explore meaning. The Year 2 class were learning about angels as the messengers of God, within the context of the Christmas story. Questioning effectively probed their understandings and differing images of angels helped to place the story within a broader cultural context. The use of the 'chilli-challenge' helped pupils to work at the point of their difficulty, while enhancing their independence in learning. Ideas were captured and expanded through the use of learning partnerships and by children working in pairs and triads. The Year R class, were exploring the events of Christmas, using the school's rich outdoor provision. This was enhanced by a walk through the wooded areas of the grounds where the children eventually encountered an illuminated manger scene consisting of the main characters within the stable. In both lessons, the children had an opportunity express their thoughts and for their ideas to be heard. Considerable attention has been given to the development of assessment and marking. The subject leader is incorporating sensible ideas from assessment the National Curriculum to strengthen the school's approach in RE. Teaching assistants perform a key role in capturing the outcomes of focused assessments and recording evidence. With new teachers in post the subject leader is working hard to effectively meet the challenge of consistency. Teaching and learning in RE is regularly monitored by lesson observations, pupil interviews, looking at books and through planned governors' visits.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school has fully addressed the development points from the last inspection. The headteacher has a deep passion for the partnership between the school, church and community. She brings a depth of understanding that underpins an ambitious vision. This incorporates a clear element relating to the Christian distinctiveness, alongside developing a culture of inspiration, challenge and strong sense of community. The school's Christian values were the result of wide-ranging and inclusive conversations. This involved very productive discussions with parents representing faiths other than Christianity. The self-evaluation of Christian distinctiveness is very effective. This gives a clear picture of direction, sources of inspiration, action and impact. Areas identified for development are sensible and the senior staff and governors know the school well, while not being complacent about future challenges. However, such evaluation is not as yet sufficiently pooled with that of the rest of the school's evaluation of the other aspects of provision and practice, and this would benefit from becoming combined. The school's leadership structure provides a realistic and effective model for challenge and sustainable improvement. The structure sensibly incorporates coverage of and emphasis on Christian distinctiveness. One teacher is the lead for pedagogy and the school bases the practice of its teaching on research. Examples of its adopted pedagogical principles and practices include the highlighting of growth mind-set, use of chilli-challenge and an emphasis on pupil voice. The work of the governing body continues to have an increasing effect on the work of the school through bringing together a range of complementary strengths within the group. Monitoring schedules and records show that a focus on the Christian character of the school is fully recognised within the process. Consequently, evaluations are now leading to pertinent and necessary changes. The church and school link is strong and fruitful. The parish priest is fully involved in collective worship and activities to promote pupils' spiritual awareness and development. Leadership of RE is excellent. The subject leader regularly attends the opportunities provided by the diocese for professional learning and updates. This is then cascaded within the professional learning of the staff. The school is part of a very strong and mutually supportive partnership between local church infant schools (6 Saints). Parents are wholeheartedly supportive of the ethos of the school and the opportunities that it provides. A questionnaire circulated earlier in the year demonstrated that parents are overwhelming positive about the school.

The school meets statutory requirements for collective worship and RE.