

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary & All Saints Church of England Primary School			
Address	Wensley Road, Coley Park, Reading, Berkshire, RG1 6DU		
Date of inspection	25 November 2019	Status of school	Academy inspected as Voluntary Aided The White Horse Federation
Diocese	Oxford	URN	146275

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Requires Improvement
Additional Judgements	The impact of collective worship	Grade	Requires Improvement
	The effectiveness of religious education (RE)	Grade	Requires Improvement

School context

St Mary & All Saints is a primary academy with 333 pupils on roll. Pupils are from a wide range of ethnic backgrounds and 29 first languages are spoken at the school. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Since the previous inspection, the school has joined The White Horse Federation multi-academy trust (MAT). A new principal was appointed in September 2019 and a new local governing body was also established.

The school's Christian vision

Jesus said, "I am the Good Shepherd; I know my sheep and my sheep know me." John 10:14. Through these words, at St Mary and All Saints our vision is to seek to value the individual, knowing that everyone in our community really does matter. We nurture strength and talent, offer support in times of need whilst always encouraging one another to grow and flourish, recognising the value of the life we have been given and the opportunity to live it in a full and rich way. We have a strong school ethos where 'Everyone Matters'.

Key findings

- The principal has swiftly ensured that a Christian vision is developing and beginning to drive the whole school community forward. However, not all leaders, including governors and the MAT, are ensuring that the school grows quickly enough as a Church school, as progress since the previous inspection has been limited.
- Pupils attainment and progress are not good enough. Subsequently, pupils are not flourishing academically.
- Pupils behave well as a result of effective support for wellbeing and within a strong culture of nurturing the individual. The example of Jesus as the Good Shepherd is being taken to heart by the school community in the compassion and care shown.
- Collective worship reflects the vision, but its impact is limited as pupils do not plan, lead or evaluate provision.
- The religious education (RE) leader is establishing systems for monitoring progress. This is at an early stage.

Areas for development

- Ensure that leaders at all levels effectively monitor the impact of the Christian vision, so that the school grows as a church school and improvements to the academic flourishing of all pupils are evident.
- Develop regular opportunities for pupils to plan, lead and evaluate acts of worship so that all pupils are actively engaged in collective worship.
- Create an effective assessment system in RE so that teachers and pupils can gauge progress and attainment accurately.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The principal has quickly ensured that a fresh and inclusive Christian vision is becoming established at St Mary & All Saints. A turbulent period at the school is being calmed by the example of Jesus as the Good Shepherd. Governors articulate the biblical roots of the school's vision well. Governors are beginning to monitor the school as a Church school. However, not all leaders, including senior leaders, governors and those within the MAT, are ensuring that the school grows rapidly enough as a Church school. Progress since the previous inspection has been limited. The whole school community embraces and welcomes the principal's re-establishment of the Christian distinctiveness. A parent explained that recently, 'strides have been taken as a Church school. The principal is on a mission to put this back at the heart of our school.'

Pupils do not achieve highly enough. The school has not ensured that all pupils flourish academically by applying the Christian vision. Whilst curricular opportunities are quickly being improved, this is at an embryonic stage. Vulnerable pupils are well supported by staff who care about the individual and know pupils well. For these pupils, the impact of interventions is beginning to be seen in some academic progress.

Strong links with parish clergy support the development of spirituality for pupils and adults. Visits to the Church are inclusive and give pupils opportunities to explore their community. School leaders have developed sustained partnerships with the local Muslim community. Staff training held at the Mosque, demonstrates the school's desire to be fully inclusive. Pupils explain how the Christian vision encompasses different faiths and backgrounds. Spiritual growth is linked to the associated values. As a result, a clearer understanding of spirituality is now in place and experiences for pupils and adults to develop spiritually are increasing with guidance from local clergy.

Recent strides to establish the message of The Good Shepherd supports character development well. Pupils are confident to share their learning and embrace the vision as a positive and aspirational example of hope. A parent said, 'staff genuinely care about each pupil'. Staff articulate how the vision has led to rapid improvements in pupils' behaviour. As a result, behaviour is good. Numbers of exclusions have significantly decreased due to the consistent application of policies founded on the Christian vision. Leaders ensure that pupils have appropriate opportunities to support local good causes. Pupils explain that by learning about diversity, 'we appreciate what we have and respect differences within our community'. Pupils can explain what difference living out Christian values makes to them. Pupils say, 'bullying is very rare'. Forgiveness and reconciliation are at the heart of policies and enable pupils to live well together.

The inclusive nature of the vision upholds diversity and difference within St Mary & All Saints. Pupils' heritage is diverse. This is celebrated and embraced by everyone within the school community. Pupils and staff are treated with dignity and respect. Open and honest conversations with parents, ensures that pupils can experience a safe and inclusive exploration of Christianity whilst respecting the faith and beliefs of everyone. Prejudicial language is very rare. Robust systems ensure that attendance is improving. Pupils enjoy coming to school. Staff see how recent changes giving pupils more responsibilities, support attendance and behaviour across the school. As a member of staff explained, 'Expectations of staff are high. We feel valued by school leaders and model this respect and care to pupils.'

Collective worship is in the early stages of supporting the exploration of the school's vision. For example, by ensuring that new vocabulary of the six associated values is explained by the staff. Most pupils have a mature understanding of Bible stories and the moral message of Jesus through the Gospels. Anglican traditions of worship are beginning to be known, and pupils enjoy worship that is led by local clergy. The principal and vicar plan worship together. The oldest pupils have planned and led an act of remembrance, but pupils are not regularly planning, leading and evaluating acts of worship.

Prayer has a central place in school life. A multi-faith prayer room is used by pupils, staff and parents at various times of the day. The presence of a Quran and space to say prayers is valued by Muslim pupils. Clergy support

the creation of physical spaces for prayer that follow the Church calendar. As a result, pupils are beginning to develop an understanding of Christian festivals and seasons of the Church year. Consistent reflection spaces in classrooms are valued by pupils and used to reinforce the establishment of the school's vision and associated values. Pupils have an age appropriate understanding of God as Father, Son and Holy Spirit. Older pupils articulate biblical theology well, making links to Bible stories, such as the baptism of Jesus. Younger pupils explore the story of The Good Shepherd through retelling stories and using reflection spaces in classrooms to contemplate deep questions. However, this provision is in its infancy. Partnerships with the local church are strong and offer stability during turbulent times. Clergy are very active in the life of the school. They demonstrate great integrity, by developing inclusive worship and rightly focusing on building relationships within the diverse school community.

The RE leader has utilised training from the Diocese to develop systems to monitor the curriculum. As a result, rapid progress has been made in the provision for RE. The intent and implementation of the RE curriculum is clear. Lessons are starting to build on skills from other subject areas. For example, the use of debating skills learnt in English are effectively applied to debates in RE. A safe space is being established for pupils to express their views inclusively in RE. Every pupil is respected by adults and peers. For example, those attending after school lessons at the Mosque School feel that their additional learning is valued.

St Mary & All Saints is on a long journey. Recent steps of improvement ensure that pupils' needs are well known by staff and that the nurturing compassion provided for each member of the school community is targeted correctly. Through the example of The Good Shepherd, everyone at the school 'really does matter'.



The effectiveness of RE Requires Improvement

Monitoring through work scrutiny and lesson visits of the teaching and learning in RE is accurate. However, teachers and pupils are unable to gauge progress and attainment accurately because the school lacks a robust assessment system. As a result, leaders are unable to make effective links between teaching and outcomes for pupils. The quality of recorded work in class books, shows that recent investment in subject leadership enables staff to effectively steer the improvement of standards in RE.

Principal	Alexandra Butler
Inspector's name and number	Toby Long 896