



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### All Saints Benhilton CE Primary School

All Saints Road  
Sutton  
Surrey SM1 3DA

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Outstanding

**Diocese: Southwark**

Local authority: London Borough of Sutton

Dates of inspection: 23 June 2015

Date of last inspection: 12 July 2010

School's unique reference number: 102990

Headteacher: Rosalind Sutton

Inspector's name and number: Barbara Chevis 794

### School context

All Saints Benhilton is an over-subscribed school in Sutton. It is currently expanding to two forms of entry per year group. As a result the school is able to admit more children who live locally irrespective of their faith commitment. To accommodate the higher number of children, the school has recently completed a significant building project. Nearly half of all pupils are from minority ethnic groups with 27% having a first language other than English. Mobility of pupils and staff is low. Approximately half of all families from the school attend a local church, several of whom attend the church of All Saints.

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

- The school has a strong Christian ethos with clear values which are well known to all stakeholders. As a result pupils are nurtured and encouraged to work to their strengths.
- Collective worship supports the spiritual development of all who attend through its focus on Jesus and biblical teaching.
- The school is extremely inclusive and this contributes greatly to pupils' spiritual, moral, social and cultural development. Consequently all stakeholders feel welcome.
- Strong links between the church and school clearly benefit all members of the community and impacts positively on the spiritual development of pupils.

### Areas to improve

- Formalise the monitoring and evaluation of Collective Worship so that it remains at a high standard.
- Review planning for Religious Education to ensure progression and creativity of approach.
- Involve a wide range of stakeholders in the review of the mission statement in order that it is succinct and well known by all.

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

The school has an outstanding Christian and inclusive ethos with all families feeling welcome. The importance of inclusion is recognised by parents who state that 'there is support for the whole family' and 'no one is treated differently' whatever their faith or background. One pupil said 'we all believe that everyone should be respected and valued', showing their excellent understanding of diversity, which is strengthened through the topics covered in the curriculum. The school's five Christian values of respect, acceptance, forgiveness, compassion and honesty are well known and understood by all stakeholders. These values are made accessible to learners through the Five Golden Rules which are based on the gospel of Luke, verse 6:31. They underpin the life of the school and impact positively upon the achievement of all learners, including those who are vulnerable, resulting in high standards which are above national averages at both Key Stage 1 and Key Stage 2. Learners behave very well and this is due directly to the focus on the Christian values of the school. Pupils understand that honesty and truthfulness are paramount and this has resulted in outstanding relationships between pupils and other members of the school community. Consequently pupils enjoy coming to school and attendance is high. Due to effective planning and delivery, the Religious Education (RE) curriculum makes a significant contribution to the distinctive Christian character of the school. This is very evident in the indoor environment where Bible verses, pictures and Christian artefacts are clearly displayed. Pupils enjoy using the outdoor quiet area for reflection and prayer, showing their increasing spiritual development. Pupils are encouraged to have a duty of care towards others and good relationships are fostered between older and younger children in a number of ways. For example, older pupils are encouraged to support younger pupils through a buddy system and Year 6 pupils organise and run clubs. They enjoy these responsibilities and as a result Spiritual, Moral, Social and Cultural development (SMSC) is excellent.

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

Pupils enjoy inspirational and engaging daily worship which is calm and purposeful. The high quality and variety of worship provided in school and in the church has a considerable and positive impact on pupils' personal development and contributes significantly to their spiritual and moral development. It makes a significant contribution to the schools' Christian ethos. The Bible is used daily in worship. Consequently pupils have an excellent knowledge of the teachings of Jesus and other Biblical material. Worship is clearly related to the explicitly Christian school values which are rooted in the Gospel. Learners attend All Saints' Church for all major festivals including Christmas and Easter. This, together with the regular saying of the Lord's Prayer and receiving of a blessing, ensures pupils have an excellent understanding of Anglican traditions and practices. Parents, governors and church members are invited to attend services, resulting in spiritual support for the wider school community. Prayer plays an important part in the life of the school. Pupils take many opportunities to pray and reflect as evidenced by the class prayer areas and the daily use of books of prayers written by pupils. Consequently prayers are relevant and meaningful to the pupils. One focus for development from the last inspection concerned the inclusion of pupils in leading worship. This has been fully addressed and pupils enjoy participating in and leading worship on a regular basis. For example, Year 6 pupils regularly plan and lead worship for those in Early Years, giving them a sense of responsibility. Many members of the community are also involved in leading worship, including parents as well as the incumbent. This has supported inclusion and as a result no pupil is withdrawn from worship. Learners are aware of God as Father, Son and Holy Spirit through the teaching of Pentecost, the recent focus on the Fruits of the Spirit throughout the school, and the saying of the Grace. They are able to talk about this concept with a high degree of understanding and confidence. Careful and thorough planning of worship is undertaken by the headteacher in collaboration with the incumbent and RE leader ensuring continuity of approach, good progression and resulting in high quality delivery. However, whilst pupils feed back to senior leaders and governors on the Faith Group about worship, there are no formal procedures in place for those leading worship to be monitored or to receive feedback.

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

Standards of RE are high and progress is in line with and sometimes better than national expectations. Monitoring and evaluation of teaching is undertaken regularly and this shows that teaching of RE is good. Therefore one area for development from the last inspection to 'further develop the role of the RE co-ordinator to ensure a secure understanding of strengths and weaknesses in teaching and learning' has been effectively addressed. A second area for development from the previous inspection was focused on assessment and target setting and this has been successfully addressed. Procedures are now in place to set targets and outcomes of assessments are used to ensure improvement. Pupils are clear about how to improve their learning through the use of individual targets and good marking. Assessment by teachers is secure. Pupils enjoy RE especially when there is a more practical approach to lessons, allowing them to reflect and be more creative. Learners have a good knowledge and understanding of other faiths and can apply and compare their learning to their own situations and those of others. However, pupils sometimes cover the same topic in two year groups, making progress slower at these points. Christian values are linked to learning in RE lessons, reinforcing children's understanding of these and their application to their own lives. Learners reflect carefully and thoughtfully on Biblical teaching. For example in a Year 1 class pupils wrote their own version of Psalm 23, showing their deep understanding of the meaning of this psalm, whilst in Year 4 pupils were encouraged to consider how they could each be a light in the world. A clear RE action plan is in place as part of the school development plan, showing the high profile and importance of this area of the curriculum. The RE leader is knowledgeable and well informed and is a member of the working party for the new SDBE curriculum. She successfully supports teachers to improve their knowledge and understanding of RE teaching through regular training. RE is not yet outstanding because the RE curriculum does not ensure clarity of progression, and not enough teaching is outstanding.

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

Leaders have a strong vision for the school as seen in the day to day running and life of the school. The impact of this vision can be clearly seen through careful planning and evaluation by senior leaders. The mission statement is over three years old and it has been recognised that this is in need of revision. All members of the school community are aware of and can articulate the Christian values of the school showing their high profile. These values are seen as central and underpin all aspects of school life, including behaviour. Academic standards are above national averages. Pupils make very good progress across the school. This is as a result of the school's Christian ethos where all strengths and talents are recognised and celebrated within a caring Christian community. Consequently, parents recognise the strong sense of community. There are excellent links with parents who appreciate that their views are listened to and acted upon. They are extremely positive about the school and the impact the Christian ethos has on their children's lives. They value the school as a caring, inclusive Christian community which has the academic and personal development of their children at its heart. Governors support the Christian ethos of the school and through their close involvement in school life, they are able to take a major part in school self evaluation and provide a high level of challenge and support. Senior leaders and governors ensure that the Christian ethos is at the heart of all decisions made. There are extremely positive and strong links between the church and the school which are mutually beneficial. For example, the PCC gives Bibles to Year 6 leavers, showing their pastoral care for these young people. The church benefits from the use of a Parish Room, situated in the school building. The school community regularly contributes to church events, ensuring a wide range of stakeholders benefit from this partnership. All staff take opportunities to lead and attend worship and are well supported by the Diocese and local church. This, as well as working in a school with a strong Christian ethos and outstanding Christian values, ensures that staff are well prepared for leadership of church schools.