

**St Mary and All Saints Church of England (Voluntary Aided) Primary School**

**Maxwell Road  
Beaconsfield  
Buckinghamshire  
HP9 1RG**

**Diocese:** Oxford  
Local authority: Buckinghamshire  
Dates of inspection: 13<sup>th</sup> June 2013  
Date of last inspection: 16<sup>th</sup> July 2008  
School's unique reference number: 110459  
Headteacher: Mrs Elaine Kilner  
Inspector's name and number: Ian Lewis 629

**School context**

St Mary's and All Saints is a large and popular primary school in Beaconsfield with 300 pupils on roll, an increase of 100 since the last inspection in 2008. It is currently being enlarged from a one form entry to a two form entry school and is nearing the end of an extensive building programme which started in 2009-10 to accommodate this. The school has forged extremely strong and mutually beneficial links with the local parish churches.

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

Extremely strong and focussed leadership by the head teacher working in close partnership with supportive governors and a dedicated staff has created a school with a vibrant Christian ethos at its heart. The values upon which the vision is built are clearly evident in the Christian love and care for all demonstrated by the whole school community. This has created an atmosphere in which the children thrive spiritually, academically and socially enabling good achievement and attainment.

**Established strengths**

- Strong and effective leadership by the head teacher working in close partnership with governors and staff.
- A vibrant and distinctly Christian ethos.
- Extremely well behaved and mutually supportive children who love to learn.

**Focus for development**

- Develop opportunities for pupils to independently plan and lead collective worship
- Ensure that all lesson monitoring and evaluation is formally recorded and that these records are used across the school to inform and to support both the maintenance of existing high standards and the continuous improvement of outstanding teaching and learning.

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

Strong and distinctly Christian values are at the heart of this school and are clearly lived by all in its community. These values are encapsulated in the school's motto of "Head, Hand and Heart", namely a love of learning, an enquiring mind, independence, self-reliance and a consideration of others. This is clearly reflected in the behaviour of the pupils, in their eagerness to learn and in the care and respect they show to all around them. Parents speak very warmly of this saying how the children "Treat each other kindly", this being echoed by the children themselves who say "We rely on each other". Staff are excellent exemplars both of care and respect for others and an enquiring attitude to learning through their own enthusiasm and, above all, their Christian love and care for all in the school community. They demonstrate high expectations which are reflected in the children's eagerness to learn and improve. This attitude, strengthened through the school's ethos, is reflected in the children's overall good progress and attainment across the curriculum. RE contributes strongly to this through developing the children spiritually, giving them belief in their own abilities and self-worth as well as teaching them to listen to and respect the views of others which it does through deep discussion and debate on matters pertaining to faith. They demonstrate a keen eagerness to learn about faiths other than Christianity and of different cultures. The children say that they are strongly valued within the school and that they have a voice which is listened to by adults, a view emphatically confirmed by parents. Observation gives evidence that they are not only confident in giving their own thoughts and opinions but respectfully listen to and consider the views of others. The children enjoy being at school, this being clearly evidenced in their attitudes and behaviour. Parents describe how eager their children are to attend, the school's attendance data giving clear evidence of this. The spiritual development of the children is very well supported through regular opportunities for prayer and reflection throughout the school day. There are places for quiet reflection within the school's environment together with displays pertaining to prayer and reflective thought. Discussion with children, staff and parents gives evidence that they are actively developing their understanding of the nature, purpose and importance of prayer in their lives. The pupils are developing an excellent understanding of their roles and responsibilities within society through active links with the wider communities, in particular those related to the local churches. They enjoy playing an active part in events organised by the churches, often related to the Church calendar. The pupils also take a keen interest in worldwide events which has resulted in them independently organising fund-raising to help those in need.

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

Collective worship has an extremely important place in the daily life of the school, strongly affirming the Christian values by which it lives, principally through the example of the life and teaching of Jesus Christ. Discussion with stakeholders gives evidence that everyone in the school community feels valued and included, whatever their faith, due to the strong moral content of worship. All say that they thoroughly enjoy collective worship and parents strongly endorse this saying that their children are eager to talk about it at home. This enjoyment was evident in the act of worship observed in which all took part through songs of praise and through prayer, the children eagerly acting parts whilst assisting the leader. Throughout there was a real sense of reverence and a clear spiritual element through prayer and quiet reflection. Pupils are given frequent opportunities to lead worship. However, opportunities for them to independently plan and lead worship are at present insufficient but the school in its self-evaluation has recognised the need to develop this. The overall impact of worship is evident throughout the school, reflected in the whole community's love and care for one another and in the way they demonstrate the school's values. Collective worship is meticulously planned by the leading teacher together with the RE co-ordinator, head teacher, other members of staff and the local clergy, the planned themes paying strong regard to the Church's year and the school's values and being carefully linked to appropriate Biblical teaching. Through the school's extremely active links with the local churches, the clergy and others in the church team regularly lead worship as do all members of the school's teaching staff. Both the quality of provision and the impact of collective worship are well monitored and evaluated by the school, the views of all stakeholders being sought through formal and informal questioning. Foundation governors regularly attend and formally evaluate worship. The results of all evaluations are used to inform subsequent planning. The school uses the local churches for worship on regular occasions and through this, the involvement of the clergy in school and through the content of worship, the children are becoming familiar with Anglican faith, tradition and practice.

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

Religious education occupies a place of great importance within the school's curriculum being taught both as a discrete and a cross-curricular subject. Planning is thorough and is based on the Buckinghamshire Agreed Syllabus. Long and medium term plans drawn up under the strong leadership of the subject co-ordinator give excellent support for the teachers' own lesson plans. Learning about religion and learning from religion are well addressed and central to this is placed the life and teaching of Jesus Christ. Planning also ensures learning about the major faiths other than Christianity. Pupils speak of their interest in this saying, "We enjoy doing RE: we learn about different faiths". A variety of good teaching strategies are employed which stimulate the children's interest. Great importance is placed on the role of discussion in this subject involving pairs, groups and the whole class as and when appropriate. Observation of lessons in the Foundation Stage, KS1 and KS2 provided evidence of excellent questioning by the teachers, challenging their pupils to think ever deeper about faith issues. KS2 pupils, for example, were learning about the Trinity through questions and discussion. The children are clearly strongly motivated by this approach, voicing their own thoughts and ideas whilst listening to and considering those of others in the class. The teachers are very adept at posing secondary questions to make the children think even deeper. The children are able to gauge their own learning in RE through self-assessment strategies, principally the "I can" statements within the syllabus, and through discussion with the teacher when work is marked. Lessons are regularly observed and evaluated by the RE co-ordinator but there is insufficient written evidence of formal monitoring. Pupils' work is scrutinised and the attainment and progress of all children is tracked. The results of assessments are discussed by both staff and governors and subsequently inform the next stages of planning. Attainment and progress in RE is meticulously compared by the school to that of the high standards in other subjects using all available data, this giving clear evidence that it is at least in line with them.

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

Strong and focussed leadership by the head teacher in close partnership with governors and a highly dedicated staff has enabled the creation of a clear, vibrant and distinctly Christian vision for the school. All stakeholders have been closely involved in the creation of the Christian values at the heart of the vision and all are actively involved in the continuous evaluation of its impact on the whole school community, the results of which are reflected in the overall development plan. The impact of the Christian values is clearly evidenced in the exemplary behaviour of the children, their mutual support for each other, their excellent relationship with adults within the school and their respect for all around them. The school's ethos has created an environment in which all the children are able to progress and achieve to a high standard. The management of both RE and collective worship has ensured that both meet the statutory requirements and enable the children to develop both spiritually and academically. The personal, spiritual and professional development of all staff and governors is very well supported, this being closely linked to succession planning as a church school. The continuing development of the Christian character of the school is clearly paramount in both the recruitment and subsequent induction process of new staff, who are extremely well supported by the senior leadership team. The school has formed a strong and effective partnership with the parish churches, the clergy being very actively involved in its spiritual and academic life, further strengthening its Anglican character. The school regularly worships in both churches and plays a very active part in parish and local community events.