

# Inspection of All Faiths Children's Academy

Gun Lane, Strood, Rochester, Kent ME2 4UF

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Inspection dates: 28–29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

All pupils experience a rich, diverse curriculum in this highly inclusive school. Pupils rise to the high expectations they are set. They relish the challenges they face in their learning. Most of the time they work with determination and a commitment to do well.

The school is a happy, safe place to be. Pupils' behaviour in and around the building is calm and orderly. Pupils are polite and thoughtful in their actions. They are kind and considerate towards one another, taking account of other people's feelings. Bullying is very rare. Pupils show an interest in different faiths and cultures, fostering a respect for people's differences.

Pupils are proud to 'think inclusively' as they approach their learning and their daily lives. They thoroughly enjoy learning British Sign Language (BSL). BSL is taught to all pupils in the school. As a result, pupils are confident to communicate with one another. Pupils who are hearing-impaired and deaf are fully integrated into the life of the school. Furthermore, the school's award-winning signing choir gives both hearing and hearing-impaired pupils the opportunity to perform in concerts together.

## **What does the school do well and what does it need to do better?**

Leaders have high expectations, striving to 'transform life chances for all pupils'. They plan a wide range of challenging experiences to extend the pupils' learning. The headteacher has built a committed team of staff who share his high expectations. Together they have developed a well-planned, ambitious curriculum. Teachers encourage pupils to use their 'thinking skills' to think deeply about the knowledge they acquire, for example by 'thinking globally' and 'thinking healthily'.

Reading is given a high priority. Teachers are skilled at teaching early reading. They skilfully introduce pupils to new phonics. Pupils confidently practise and apply these in their reading and writing. Occasionally, the books teachers select for pupils to read at home are not completely well matched to their ability. This means that, at times, pupils struggle to practise their reading.

Leaders have focused on developing pupils' vocabulary. Pupils are regularly encouraged to 'de-bug' unknown words. They check the meaning of words and then use them in their reading and writing. Pupils in key stage 2 go on to develop secure reading skills. Teachers select books that spark pupils' interest. Pupils develop a genuine love of reading. They talk passionately about the books they have enjoyed.

Senior leaders and trust leaders have provided teachers with appropriate training and support. Teachers have strong subject knowledge. Most of the time, the school's planned curriculum is taught well. When teaching new concepts, teachers give clear explanations. Mostly, they design activities that help pupils to learn well, matching

these carefully to pupils' abilities. As a result, pupils are motivated to work hard. They show interest in their learning and concentrate on their work.

Occasionally, teachers do not consider carefully enough what pupils have already learned. When this happens, the tasks they plan do not build on what pupils already know and can do. This means that, occasionally, pupils find it difficult to explain their learning and to remember the knowledge and skills they have been taught before. Consequently, some pupils lose focus and become distracted from their learning.

Leaders have given careful consideration to the planning of the early years curriculum. They have created an environment where children explore new things confidently and curiously. Children persevere with the tasks they undertake, showing interest and enthusiasm. Adults provide nurturing support and clear routines that support children effectively. As a result, children do well during their time in early years.

The school's provision for pupils with special educational needs and/or disabilities (SEND) is particularly strong. Leaders have made sure that all staff have training and support so that they are skilled and knowledgeable. As a result, staff provide these pupils with effective support. Pupils with SEND are fully included in all aspects of school life and they do well in their learning.

The provision to enhance pupils' personal development is exceptionally rich and diverse. Pupils have a wide variety of opportunities to learn about the world around them. They discuss and debate issues surrounding important events happening globally. Pupils learn to be respectful of different faiths and cultures. All pupils are encouraged to 'be their best self' by not giving up and always doing their best. Pupils are given the opportunity to become actively involved in school decision-making. They are taught how to become responsible citizens very effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make pupils' safety and well-being their number one priority. Leaders make sure that all staff are given detailed training, advice and support so that they fully understand their duty to keep pupils safe. Consequently, staff at all levels treat this part of their work as paramount.

Pupils are taught how to stay safe, including when using the internet. They know that there are adults in school who they can talk to if they have any worries. As a result, pupils feel safe and they have a good understanding of how to keep themselves safe, including when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Occasionally, the school's well-planned curriculum is not delivered effectively enough. Furthermore, at times, home reading books are not used well enough to enable pupils to practise using their developing phonics knowledge. Leaders should ensure that the planned curriculum is delivered consistently well so that pupils are better able to remember and apply their developing skills and knowledge when faced with new learning. They should also ensure that the school's home reading books are organised more effectively so that pupils are better able to practise their phonics.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138182
<b>Local authority</b>	Medway
<b>Inspection number</b>	10111417
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Martin
<b>Headteacher</b>	Cormac Murphy
<b>Website</b>	<a href="http://www.allfaithschildrensacademy.org.uk">www.allfaithschildrensacademy.org.uk</a>
<b>Date of previous inspection</b>	7–8 November 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Thinking Schools Academy Trust (TSAT). The school is governed by a regional governing body and an academy advisory board. The regional governing body are accountable to the TSAT Board of Directors for standards in the school.
- The school runs two specialist resource provisions. Tree Tops offers 16 spaces for pupils who are deaf and hearing-impaired. Pupils spend some time being taught in the specialist provision and some time being taught in mainstream classes, depending on their needs.
- The 'Nurture Provision' offers 8 spaces for pupils with additional social and emotional needs. Pupils attend from a range of schools in the local area and they attend part time.
- The school offers nursery provision for three- to four-year-olds.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we met with the headteacher, the deputy headteacher and the SENCo. We also met with representatives from the regional governing body and the academy advisory board, a representative from the board of directors and the chief executive officer.
- We met with the school's designated safeguarding lead and scrutinised the school's safeguarding records. This included a check on the single central record of recruitment checks on adults working with pupils. We also looked at the school's attendance and behaviour records.
- During breaktime and lunchtime, we observed pupils' behaviour and spoke to pupils informally. We also met formally with groups of pupils.
- We took into account 13 responses to Ofsted's Parent View, including nine free-text comments. Inspectors also spoke to parents at the beginning of the first day and on the telephone.
- We met with a range of staff during the inspection, including teachers and support staff. 27 staff responses to Ofsted's online survey for staff were also considered.
- We did deep dives in these subjects: reading, mathematics, geography and science. This included meeting with the subject leaders for these subjects, visiting lessons, talking to pupils, listening to pupils read, speaking with teachers and looking at pupils' work.

### **Inspection team**

Leah Goulding, lead inspector

Ofsted Inspector

Rosemary Keen

Ofsted Inspector

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