

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School

Vision

'Do everything in love' I Corinthians 16:14

Mission - Love to learn and learn to love

At our school we have high aspirations for all our community to grow, to be well-rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love respectfully and inclusively.

All Saints Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision clearly meets the needs of the community it serves. It is well-known throughout the school and seen in its work. Pupils practically reflect the associated values of courage, service and truth.
- The school's vision of doing 'everything in love' drives its care for its pupils, including those considered vulnerable. Fulfilling their needs is guided by the Christian vision and seen as a matter of justice.
- Staff embody the Christian values of the school. Parents appreciate the care and love that staff demonstrate to pupils and the positive impact this has.
- Leaders actively create a culture of good wellbeing for pupils and staff and make adjustments to support this. As a result, they feel valued, enabling them to thrive and actively help each other.
- Religious education (RE) has a high profile in the school. Through effective monitoring, enthusiastic and knowledgeable leaders have an accurate evaluation of the subject and ambitious plans for its development.

Development Points

- Develop a shared understanding of spirituality across the school. This is so that pupils and adults can articulate the impact collective worship and curriculum have on their spiritual development.
- Strengthen staff confidence in RE teaching through widening access to training. This is to enhance the way this extends pupils' knowledge and understanding of a range of worldviews and faiths.
- Enhance the impact of leaders' monitoring of collective worship. This is to strengthen the way it enables pupils and adults to develop spirituality.



Inspection Findings

The school's carefully crafted vision meets the needs of adults and pupils at All Saints. Through the involvement of many different groups in the creation of the Christian vision, it is inclusive and relevant. Leaders, at all levels, reflect on the vision when they consider decisions bringing clarity and direction to the school. Learn Academy Trust's vision resonates well with the school's ensuring a productive partnership. This enables the trust to strategically support the development of the school. Pupils have a very clear understanding of the Christian values that support the vision. This is because they are succinct and embedded in the school curriculum. Pupils enthusiastically explain the values and enjoy recognition for showing courage, service and trust in school life. Staff are equally explicit on these, highlighting the importance they place on the school values in their work. Recently appointed leaders show an accurate understanding of how the vision guides the direction of the school. They are ambitious to ensure the school develops further. In line with the vision of 'doing everything in love' leaders recognise that too much change at once can be overwhelming. This positively impacts on staff making them proud to work at All Saints.

The school's vision shapes the way it meets the needs of its pupils. Footsteps, the unit for pupils with social, language and communication difficulties, meets these pupils' requirements well. 'Doing everything in love' guides the way staff support pupils, including those who have special education needs and/or disabilities (SEND). For example, each day is a fresh start for pupils who have had struggles previously. Strong communication between staff and parents supports pupils when they face problems. Staff expertise is strategically shared across the whole school enabling pupils with SEND, and those considered disadvantaged, to flourish. The curriculum is carefully planned to broaden the experiences of pupils and develop their love of learning. The trust purposefully supports subject leaders, enabling them to meet with staff from different schools. This positively enhances and develops their curriculum area. The way spirituality is intrinsically planned within the curriculum is in its early stages, limiting its impact. Leaders recognise the importance of developing a shared understanding of spirituality in enabling a deeper understanding of this.

Collective worship is shaped by the vision with a meaningful theme starting each week. This is developed in the following days and rounded off with an inclusive celebration worship at the end of the week. Consequently, worship enables the Christian vision, and related values, to be embedded into the life of the school. Pupils who demonstrate the school values during the week receive recognition for this. This helps them see the importance of these values, encouraging them to live them out. The school carefully considers when collective worship takes place to ensure that it has an impact across the whole school community. The timing enhances the inclusive nature of worship with pupils and adults from both the main school and Footsteps unit present. Worship provides meaningful opportunities for pupils to have time for reflection and prayer which engage them. Reflection areas are used consistently across the school to aid spiritual development. Leaders monitor the provision of worship in school. However, the lack of a shared understanding of spirituality limits its impact on the spiritual development of adults and pupils.

Leaders, including governors, prioritise the wellbeing of pupils and adults. A team of staff, including a family worker, strive collaboratively to improve attendance. Leaders continue to focus on this to enhance pupils' flourishing. School policies based on the vision support staff in managing pupil behaviour, making a positive impact on it. Staff help pupils to regulate their emotions by expressly teaching them about their feelings. Pupils share their feelings and worries through wellbeing sheets which teachers and other staff talk to them about. This enhances pupil confidence. Funding is used well to support pupils' emotional wellbeing. Pupils are confident, polite and



respectful because their needs are being met. A wide range of other meaningful activities enhance their wellbeing. Equally, leaders are mindful of staff wellbeing and take this into account when making policy and more day-to-day decisions. For example, staff workload is considered within the feedback policy. Leaders highly value staff and actively support their wellbeing. Staff provide excellent support to one another in both their professional and personal lives.

Leaders believe high quality provision for SEND pupils is a matter of justice as well as fulfilling its vision. Footsteps unit was started from this belief. Those who are considered vulnerable feel loved through the actions of the school. Pupils recognise injustice around them and show a sense of personal responsibility in wanting to challenge this. The house captains in each class organise collections of food for Harvest to be given to the local foodbank. This grows pupils' understanding of social justice. Activities such as litter picking, organised by the school council, demonstrate their value of service. The trust supports a charity, which is nominated annually by individuals from each school. This develops pupils' personal sense of responsibility. Collective worship with a specific focus on personal development is guided by the vision and inspires pupils to challenge injustice.

RE is regarded as a high priority subject and is enthusiastically and knowledgeably led. A clear long-term plan enhances the curriculum, enabling pupils to build on what they are learning. This provides opportunities to consider the way religions and worldviews, including Christianity are lived out. Pupils accurately explain how RE helps them understand themselves and other people better. Consequently, they are respectful of different views on faith and are inclusive. Many pupils enjoy RE lessons because of the range of activities planned throughout the curriculum. Monitoring of RE positively impacts on the way the curriculum is relevant to pupils within the community the school serves.

Well-matched learning activities support the progress of pupils in RE. Pupils use key information and vocabulary given at the start of a topic to aid their learning. At the end of each unit, staff assess pupils' understanding, using this information which helpfully guides future teaching. In classes for older pupils, deep-level discussion allows them to explore concepts more thoroughly. Focused monitoring by leaders impacts positively on the teaching of RE. This is enhanced through support from the trust, and national bodies, deepening leaders' knowledge of current thinking in RE. However, not all staff have confidence in this because they have not accessed training. This impacts on the depth of pupils' knowledge of worldviews and faiths. Leaders recognise this and effective support is in place to develop staff confidence in RE.

Information

Address	Long Street, Wigston, Leicester, Leicestershire LE18 2AH		
Date	9 December 2024	URN	145973
Type of school	Academy	No. of pupils	221
Diocese/District	Leicester		
MAT/Federation	Learn Academy Trust		
Headteacher	Steve Snelson (Executive Headteacher) Lucy Boulger (Head of School)		
Chair of Governors	Julia Hancock		
Trust Lead	Jane Jones		
Inspector	Gavin Beetham		