Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School

Vision

Through the power of God's love, children will reach their full potential and live their life with an open mind so they learn from the world around them.
The Bible verse that underpins our school vision is “I have come that they may have life, and have it to the full.” John 10:10.

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.

Notable Strengths

- The Christian vision of living life in all its fullness through ‘love, live, learn’ are central to the school. Driven by these, leaders make bold decisions enabling them to meet the needs of pupils and adults effectively. As a result, this is a thriving school community.
- The vision shapes leader’s decisions in relation to the curriculum. This ensures that they create an ethos where pupils can flourish in their learning.
- The environment and embedded culture of wellbeing is a priority. Using the vision, leaders ensure that pupils and adults are loved and are able to thrive.
- Collective worship is well planned and clearly linked to the vision. Pupils and adults experience a range of opportunities to develop spiritually.
- The well-planned religious education (RE) curriculum inspires pupils to explore a range of beliefs in depth. They also engage in thoughtful discussions to develop their own perspectives and worldviews.

Development Points

- Plan experiences and opportunities across the curriculum that nurture and deepen pupils and adults’ spiritual growth.
- Develop opportunities for pupils to deepen their understanding of justice and responsibility. This is so that they can actively respond and make a positive difference.

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Inspection Findings

Vision and Leadership

All Saints serves its community through a clear and purposeful Christian vision. Leaders ensure that the vision remains relevant and reflects the needs of pupils and their families. Expressed through the values of love, live and learn, the vision is understood and embraced by the school community and shapes daily life. Relationships across the school are characterised by care, respect and inclusivity. Visitors receive a warm welcome, reflecting the nurturing culture that permeates the school. Pupils, staff and families recognise how the values inform decision-making and contribute to a strong sense of belonging. Leaders are intentional in their support of staff wellbeing and development. As a result, adults feel valued and are enabled to grow professionally and personally. Strong partnerships with the local church, trust and diocese enhance the school's effectiveness and strengthen its Christian character. School and trust leaders regularly evaluate the impact of the vision. This is through a range of monitoring activities including speaking with pupils and visiting lessons. It enables leaders to make informed strategic decisions that support the flourishing of pupils and adults.

Vision and Curriculum

The curriculum is rooted in the Christian vision. Leaders enrich learning through carefully planned themes and experiences that deepen pupils' understanding. Residential visits and a wide range of educational experiences support pupils in developing independence and confidence. Leaders are committed to removing barriers to learning. Resources are used effectively to support vulnerable pupils and those with special educational needs and/or disabilities (SEND). Consequently, they are able to access the curriculum fully and are well supported to flourish. The school's commitment to educating the whole child is reflected in the range of enrichment opportunities available. This includes educational visits and wider experiences that broaden pupils' horizons. Parents rightly speak positively about the school and value the care, support and opportunities provided for their children. Leaders have not established a secure understanding of spiritual development across the curriculum. As a result, opportunities for pupils to engage in deep reflection on their learning is not fully embedded. There are insufficient opportunities in the curriculum to secure a sufficient depth of spiritual development.

Worship and Spirituality

Collective worship is central to school life and makes a strong contribution to the spiritual development of pupils and adults. Leaders plan worship themes carefully, drawing on the school's vision and values. They ensure that daily worship, whether in school or church, is relevant and meaningful. This contributes strongly to pupils living out the values in their kindness and respect for each other. They delight in celebrating one another's successes. Through thoughtful exploration of Bible stories, they are given opportunities to understand how Jesus' teachings inform daily life. This also supports them in making considered choices. Pupils value opportunities to respond personally to themes explored in worship. Reflection areas in classrooms encourage pupils to engage with ideas and questions. They arise from worship and help them to consider their own beliefs and experiences. Older pupils take an active role in leading worship through the worship team. Following an application process, they regularly lead worship in school and church. They can confidently write and share prayers with their peers. Partnerships with the diocese and local church enrich collective worship by providing additional opportunities that enhance their experiences. Leaders ensure that worship remains connected to everyday life through the weekly Values in Practice Awards. These recognise pupils who demonstrate the values. As a result, they understand how the messages explored in worship can influence their actions and relationships within the school community.

Vision and School Culture

Leaders are purposeful and recognise that flourishing extends beyond academic outcomes. Adults model the values consistently, helping pupils to develop loving and trusting relationships. As a result, they treat one another with love and kindness and show consideration for the needs of their peers. They celebrate each other's achievements, reflecting the school's commitment to recognising the worth of every individual. Leaders provide effective support for pupils and their families, particularly those who are considered more vulnerable. This reflects the Christian vision in practice and contributes to pupils feeling safe and valued. Strong partnerships between leaders, staff and families ensure that pupils are known as individuals and

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nurtured with care. Adults and pupils feel respected, supported and listened to. This contributes to the welcoming culture. Leaders prioritise staff wellbeing by promoting a healthy work-life balance. Staff value the pastoral support they receive. Alongside a strong commitment to professional development, this enables them to flourish in their roles.

Vision, Justice and Responsibility

Rooted in the vision and values' 'love, live, learn', pupils develop as thoughtful and responsible members of their community. They undertake a range of leadership roles, including membership of the eco council and worship team. Through such responsibilities, they gain an understanding of service and leadership. Pupils are positive about contributing to school life and value opportunities to support others. They respond willingly to opportunities to serve their community. For example, they have raised funds for charities, including the local foodbank. These experiences help them consider issues of need and fairness. They value opportunities to support others and recognise that their actions can make a difference within their local context. Through the curriculum, they explore the concept of justice and begin to consider how individuals can respond to situations where people experience unfairness. Their breadth of understanding of justice is less developed. Opportunities to identify issues of injustice and respond are at an early stage of development.

Religious Education

RE has a high status, meets the requirements for a Church school and is led by enthusiastic, knowledgeable staff. They ensure that the curriculum is well-balanced and includes a range of religions and worldviews. RE is well resourced, and pupils enjoy the subject. The curriculum is structured so that pupils build effectively on prior learning and engage with a range of activities to develop knowledge. As a result, they demonstrate confidence when discussing religious and non-religious beliefs and ideas. The curriculum supports them in developing and reflecting on their own worldviews. Leaders maintain strong links with the diocese and RE networks within the trust. Through relevant training and collaboration, teachers develop and sustain their confidence in delivering the curriculum.

Teaching and learning in RE enable pupils to develop a secure understanding of key concepts. Teachers use a range of strategies that engage pupils and support learning. For example, creative approaches help develop a comprehensive understanding of the beliefs and practices that shape life and faith. Leaders monitor and evaluate the impact of teaching and adapt provision to support staff development. Assessment systems support staff to quickly identify any misunderstandings and adapt teaching to support pupil learning. Leaders make changes to meet pupils' needs considering assessment and mixed age teaching. Consequently, pupils make progress in their learning and demonstrate a secure understanding of key concepts.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Lane, Bednall, Staffordshire, ST17 0SD		
Date	30 September 2026	URN	147449
Type of school	Academy	No. of pupils	45
Diocese	Lichfield		
MAT	Staffordshire University Academies Trust		
MAT Chair	Mary Walker		
Headteacher	Zoe Scott		
Chair of Governors	Kate Jackson		
Inspector	Sara Goddard		

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