

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England First School, Church Leigh

Vision

Shining with Jesus

“Let your light shine before others” Matthew 5:16

As a Church of England school, the teachings of Jesus are at the heart of all we do. Our school seeks to inspire our children and staff to shine their light by walking with courage, compassion, and curiosity in every area of life helping our community to flourish.

All Saints Church of England First 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

- Leaders are deeply devoted to their well-known and biblically based Christian vision and associated values. These are lived out in many areas of school life, enabling pupils and adults to thrive together. The strength of the vision encourages the school community to embrace new learning, to be resilient and kind to others.
- The Christian vision fosters compassionate relationships where adults and pupils are welcomed and known. This creates a strong nurturing culture where they are enabled to shine in their own unique way.
- Strong partnerships with local churches shape and enhance collective worship. A variety of worship styles inspire the school community to live out the school values in their daily lives.
- Governors understand their role and use the school’s vision to drive their decisions. They are actively involved, leading to positive developments which enhance the Christian distinctiveness of the school.
- The trust’s vision resonates with that of All Saints, strengthening the school’s Christian foundation. This partnership results in an ambitious curriculum, valuable training opportunities for adults and a committed focus on wellbeing.

Development Points

- Enhance the profile of religious education (RE) throughout the school. This is to ensure the curriculum is well-balanced and relevant to pupils, extending their understanding of how beliefs and views are lived out.
- Establish a clear understanding of spirituality with adults and pupils. This is to strengthen the impact of experiences through the curriculum that aim to nourish spiritual growth.
- Strengthen pupils’ understanding about the impact of injustice on peoples’ lives. This is to deepen their sense of empathy and personal responsibility to others and the way this is actively lived out.



Inspection Findings

Rooted in biblical teachings, the school's distinctively Christian vision drives the day-to-day lived experience of adults and pupils at All Saints. Passionate leaders ensure that staff fully embrace the philosophy of 'shining with Jesus'. This enables pupils and adults to flourish. The emphasis for pupils to shine in their own immediate community also creates in them a curiosity about the wider world. This resonates with the trust's vision of 'innovating for today; educating for tomorrow,' enabling pupils' development throughout their time in the school. The school's vision is well-known and understood by pupils and adults. Parents are very supportive of the school valuing the 'nurturing and faith-centred environment'. Carefully considered displays ensure that the language of the Christian vision and associated values are absorbed into daily life. Well-informed governors are firmly invested in the work and future of the school. They exemplify courage and compassion as they make thoughtful decisions which not only affect the school, but the wider community. Staff wellbeing is prioritised which creates an open culture of support, where pupils and adults feel valued.

A bespoke and ambitious curriculum has been written and introduced through the strong partnership between the trust and the school. The curriculum reflects leaders' drive for pupils to shine. As such, courage, compassion and curiosity are used to shape their learning experiences. Pupils are engaged and purposeful in the classroom resulting in a calm learning environment. In this small school, mixed-age groupings promote collaboration leading to pupils enjoying learning together. This enhances the strong relationships across the school. Staff deeply care for their pupils and work hard to provide tailored support, especially for those who are vulnerable. They are included and nurtured so that they can experience success. Staff ensure that pupils' interests and talents are supported and developed so that their light can shine. The school is at an early stage of planning spiritual development throughout the taught curriculum. There is a focus on providing opportunities to reflect, to be aware of awe and wonder and to respond. One example of this is the pupils' reactions to releasing butterflies that they had seen transform from caterpillars. However, as there is not a clear understanding of spirituality, the impact of these opportunities on pupils' spiritual development is limited.

Through living out the vision, relationships are exceptionally strong. Staff know pupils and their families well which enhances the feeling of love and encouragement that goes beyond school life. This is particularly apparent when families face difficult times. Governors think carefully about the welfare of staff when making decisions. This is strengthened by the trust that ensures support is in place with access to a range of wellbeing packages. Consequently, a strong culture of wellbeing permeates the school. There are many training opportunities provided through the trust and staff feel valued as a result of this. In this inclusive school, there is a feeling that staff look after one another, fostering a feeling of being loved. Emotional check-ins for pupils, as well as personalised individual greetings from the adults creates an uplifting environment. Leaders carefully plan support for pupils who benefit from it in areas such as mental health. Pupils of different ages delight in playing together in the outside space and conduct themselves in a polite and courteous manner. They are well-equipped by adults to work through any conflict that may arise. This results in a harmonious, nurturing atmosphere where individuals can flourish.

Through pupils' understanding of the value of compassion, there is a strong sense of needing to care for others. Pupils agree chosen charities to support by working together with the school council. This can be a loving response to events that impact on the whole village community. An example of this is the school's active support for the British Heart Foundation. This, together with their support of the local foodbank, highlight pupils' deep sense of personal responsibility towards others. The worship team recognise the importance of involving the Parish of Leigh



with such efforts. These initiatives strengthen positive partnerships with the local community. Through the value of curiosity, leaders are passionate about pupils broadening their knowledge of life beyond their locality. As a small village school, they recognise that pupils need to be aware of national and global issues. However, this is in its infancy which limits pupils' understanding of inequality and how they can speak up against injustice.

Many pupils clearly enjoy RE and find their lessons interesting. The school's Christian vision drives their enthusiasm to learn about the life of Jesus. This is evident in their strong understanding of Bible stories and knowledge of beliefs central to Christianity, such as the Trinity. The leader of RE benefits from working alongside other Church schools and through valuable training from the diocese. Consequently, the curriculum is well-planned and sequenced. This results in pupils having many opportunities to study the nature of God and religious beliefs. There are a variety of activities to stimulate pupils' thoughts and imagination. For example, responses to the prompt, 'I think God is' provides meaningful discussions and personal reflections. Pupils take part in a 'faith trail' where they visit different places of worship. There is a growing knowledge of world faiths through discrete units of work. However, opportunities for pupils to develop an understanding of the diverse ways that worldviews and faiths are lived out are underdeveloped. Inconsistencies in the amount of curriculum time dedicated to RE across the school limit its impact.

Meaningful moments for prayer and reflection, within and beyond collective worship, enrich its impact on school life. Prayer is an intentional part of governors' meetings, providing them with time to reflect on the Christian vision and the way it guides their actions. Opportunities to pray, reflect and respond within worship are valued by pupils and adults, enhancing their spiritual development. The active planning of a prayer garden by the pupil worship team demonstrates pupils and leaders' ambitiousness to widen these opportunities. Pupils respond well to, and benefit from, the variety of worship styles, including more intimate class worship. Outdoor worship encourages staff and pupils to connect with, what they describe as, 'something bigger' than themselves. The worship life of the school is enthusiastically supported by local churches. These strong partnerships enrich worship, giving pupils a broader experience of different Christian practices. Worship is held regularly in the parish church, including termly services exploring the school's Christian values. These times in church enrich the way staff, parents and pupils encounter comfort and stillness. This is profoundly exemplified by the pupil who commented that, 'I can feel God all around me when I am in church'.

Information

Address	Church Lane, Church Leigh, ST10 4SR		
Date	17 March 2025	URN	143959
Type of school	Academy	No. of pupils	40
Diocese	Lichfield		
MAT	Innovate2Educate Partnership		
Headteacher	Andrea Cairns		
Chair of Governors	Izzy Snowden		
Inspector	Caroline Mackenzie		