

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Academy Sunnyside Road, Wyke Regis, Weymouth, Dorset. DT4 9BJ

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade

Good

The impact of collective worship

Good

The effectiveness of religious education (RE)

Good

School's vision

'In everything do to others what you would have them do to you.' Matthew 7: 12

Our vision is the scripture commonly known as 'The Golden Rule.' This encourages us to act wisely, build community, and help others.

Key findings

- Within the school there is a clear Christian vision evident in pastoral care that ensures the flourishing of pupils and adults.
- Religious education is very effective and equips pupils to speak about religious and spiritual matters readily and confidently.
- Spiritual development is evident in all subject areas and pupils clearly understand that spirituality pervades the whole of human life.
- Collective worship is well organised but with limited pupil involvement in planning and leading which diminishes its relevance.
- The strong leadership team has developed a broad and balanced curriculum driven by the vision. As a result, the needs of all learners are met.

Areas for development

- Further embed the vision amongst all stakeholders in the wider community to deepen the shared sense of Christian purpose.
- Improve opportunities for personal spiritual development to strengthen an understanding of the value of prayer.
- Develop greater pupil involvement in planning and leading collective worship to strengthen their engagement in this activity.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Since becoming an academy in June 2019 this school continues on a rapid journey of development. The highly committed leadership team promotes a clear Christian vision rooted in biblical teaching. This is understood by pupils and has a positive impact on many of their relationships with each other. They understand that, as this is derived from the teaching of Jesus, it is a possible guide for living. The school is in an area of significant deprivation, but a strong sense of community exists, driven by the vision. Evidence of this is seen in supportive partnerships between the school, parents, and the church. Displays around the school remind pupils of the centrality of the vision. All Saints academy is the only church school in a mixed trust with other primary, secondary, and special schools. However, the vision at All Saints academy is entirely shared and supported by the trust's senior leaders. Foundation governors monitor the school vision and are active in partnership with the senior leadership team. The school also has a close relationship with the diocese. As a result, there is a clear strategic direction as a church school.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. Parents appreciate the clear communications from the school, and the approachability of pastoral and academic staff. This leads to a sense that every student is deeply valued, with needs appropriately met. A well-developed system for using additional funding for disadvantaged pupils assists learning and raises aspirations. There is a broad curriculum with opportunities for spiritual development in all subjects. These are clearly documented in teaching plans and lead to a growing spiritual maturity in pupils. This also ensures that pupils are given moments for reflection, awe and wonder which they readily appreciate. They realise that spirituality pervades all areas of life. The vision ensures the mental health and wellbeing of the whole school community is a high priority. This is evident in the way committed pastoral staff care for pupils. In addition, a dedicated staff chaplain regularly visits and ensures adults are cared for too.

Pupils steadily realise their potential in various ways. They react positively to reflective moments in lessons, and informally in personal interaction. They reflect well on their hopes and aspirations and teaching staff broaden horizons. As a result, a number are looking at travelling further afield for post-sixteen education. Pupils understand that the teaching of Jesus promotes human flourishing. They realise the example of his life may help them and others achieve the same. This is seen in involvement in various pupil led projects. These include events around climate change and organizing a fun run to help change the lives of those in need. There are only a relatively small number of pupils who are not of white British heritage. However, staff conscientiously seek to ensure pupils understand diversity in the world. Respect is a key value arising from the vision and this is evident in the behaviour of the majority of pupils. A range of trips abroad make pupils aware of global issues such as the implications of the Holocaust. A strongly inclusive approach is evident in the whole community. The driving Christian motive of justice for all God's people is understood by most of the pupils.

There is an active school council and a variety of opportunities for student leadership. As a result, pupils are aware of the ways in which different views can be explored and resolved. In line with the vision, they seek to build up the school community. The pupils understand Christian values of respect and friendship underpin the way they should behave towards each other. They know that as Jesus cared for all so they should do the same. The behaviour policy and actions of staff around misdemeanours are an outworking of the vision. The Christian ideal of love and forgiveness is modelled in that every possible step is taken to avoid permanent exclusion. As a result, this school is highly successful in meeting the needs of those excluded from other schools.

Collective worship is currently delivered daily in tutor groups to avoid the spread of infection during the pandemic. It is clearly invitational and inclusive, and pupils respond well to moments of reflection. Some pupils can also point to moments where they have been inspired to action by collective worship. There is a growing understanding of the importance of prayer, and this is a developing area in the school's strategic plan. Pupils are familiar with a limited number of formal prayers and traditions of Christian worship. Currently there are limited opportunities for pupils to access spaces where they may reflect or pray informally. All staff participate in collective worship, and when possible, visits from clergy and other worship leaders take place. Some of this is delivered by video, and a number of recordings are available on the website. This allows pupils to revisit inspirational acts of worship. Pupils recall various visits and understand from this that God may be approached in a variety of ways. Bible verses are considered in every act of collective worship, but understanding Anglican practice is limited. However, pupils visit church by year group for

occasions such as harvest, Advent, Easter, and a leavers' service. As a result, they are familiar with the cycle of the church's year. Worship and the vision are strongly linked and featured in every act of collective worship. As a result, there is increasing familiarity with the vision as the school seeks to embed it in the minds of the pupils. There are limited opportunities for student involvement in collective worship. The school council is inspired by the vision and members are keen to involve themselves in greater ownership of the activity. They feel that this would increase the relevance of collective worship to all pupils and thus increase its overall impact.

RE is very well planned and delivered by a highly committed team of specialist staff. Pupils express considerable enjoyment of their lessons and look forward to them. They strongly feel that RE lessons help to make sense of the world and their lives. Impressive resources developed by the RE lead and staff are available to support learning. The pupils flourish well in the subject in line with the vision. Pupils have a thoughtful understanding of Christianity as a living faith and speak confidently about its effect on society. The impact of teaching RE is also seen in knowledge of world religions. Pupils confidently explain that is essential to understand one another in today's world. RE is taught at all levels and all are examined for GCSE. Impressive classroom displays provide a stimulating environment, promoting learning.



The effectiveness of RE is

Good

Very good teaching is powerfully evident throughout the RE department. Effective and thorough tracking shows high levels of pupil progress in both skills and knowledge. Other strong features include the ability of pupils to give confident age-appropriate accounts of Christianity and other religions. Their depth of knowledge enhances their spiritual and moral understanding of the world. Good quality RE is also reflected in the way pupils enjoy the inspiring and confident subject teaching.

Contextual information about the school

Date of inspection	23/24 November 2021	URN	147214
Date of previous inspection	20/21 October 2014		
School status	Secondary voluntary aided academy	NOR	834
Name of MAT/Federation	Ambitions Academies Trust		
Diocese	Salisbury		
Headteacher	John Cornish		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The school is in an area of significant deprivation and low social mobility.		
Inspector's name	Rev Jeremy Hellier	No.	899