

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School, Leeds	
Address	Cross Aysgarth Mount, Richmond Hill, Leeds, LS9 9AD
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
<p>We believe that every grown-up and child in our school makes up our special family. Through God's love, and by living out our Christian values, we will give everyone in our school family the strength and care they need to achieve their full potential.</p> <p>Ephesians 2:18-19 'Through Christ, we all have the right to come to the Father in one Spirit. You belong to God's family.'</p>
Key findings
<ul style="list-style-type: none"> • The school is rooted in genuine kindness and an all-encompassing acceptance of all. All are celebrated as a unique child of God. The whole community fully understands and lives out the distinctive Christian vision to 'belong to God's family'. • Shaped by the Christian vision, the creative curriculum and range of wider opportunities, provide rich learning experiences for all. Spiritual moments happen within school life but are not always intentionally planned across the curriculum. • Everyone is highly valued in this truly inclusive school. Opportunities to enhance lives globally through social action are less developed. • Religious education (RE) is led with integrity and enthusiasm. Pupils develop high levels of subject knowledge because of the well-planned RE curriculum and staff's expertise. • Collective worship unites and inspires the entire school. It is a powerful expression of the sense of togetherness which underpins the vision. Opportunities for all pupils to plan, lead and evaluate worship are in the early stages of development.
Areas for development
<ul style="list-style-type: none"> • Plan opportunities for spirituality that can be readily expressed. This is to enable spiritual growth to have a positive impact on all aspects of school life. • Expand systems to enable pupils beyond the collective worship group, to plan, lead and evaluate collective worship. • Extend further pupils' engagement with meaningful opportunities for social action, which challenge injustice. This is to deepen their understanding of global poverty.



Inspection findings

At the heart of All Saints School is a culture of loving kindness and an all-encompassing acceptance. The firmly established Christian vision and values intertwine into every layer of school life and are embodied by all. School staff ensure every pupil and family feel connected, known and loved. The shared understanding that all are made in the image of God, ensures the uniqueness of every pupil is actively celebrated. As a result, all thrive. The Christian vision drives an enriching learning environment that enables all to realise their potential. Through invitational worship and practical actions, 'God's family love' is expressed and understood by all.

A culture of deep compassion for each other, ensures that pupils and adults feel loved as unique individuals. Leaders model the compassionate and nurturing relationships, which are prevalent throughout the school. These are powerful, occurring naturally, as a direct impact of how the vision is lived out by all. Parents, pupils and staff acknowledge that All Saints is a 'special place', which embraces difference, allowing all to flourish. Direct, practical support for families enhances lives, builds trust and creates a bond of compassion where all feel valued. Through policies rooted in the Christian ethos of the school, behaviour is respectful and caring. Forgiveness and reconciliation instinctively occur when problems arise, enhancing all relationships. Pupils behave well across the school and genuinely watch over one another with kindness. The bold decision by governors to appoint a family worker has led to a positive impact on families and attendance. Love is not just spoken about, it is lived out through generous actions. Bible stories such as The Parable of the Good Samaritan, encourage staff to knock-on doors, checking the wellbeing of families. These acts of ordinary love are extraordinary in their impact.

Leaders have the wellbeing and good mental health of everyone as a high priority. Consequently, staff flourish, knowing that their professional development and wellbeing are considered equally. Bold budgetary decisions ensure that staff are released to support those needing additional nurture and therapy. This has benefited many members of the school community.

Rooted in love, the school's pastoral care makes a difference. Pupils who were reluctant attenders now come into school with a smile. All are encouraged to articulate their emotions and understand it is 'ok to not be ok'. As a result, pupils feel free to be themselves.

The school's curriculum is driven by its Christian vision. The curriculum, including extra-curricular opportunities, is developing confident and resilient learners, who enjoy learning and are eager to learn more. Moreover, leaders ensure the curriculum is developing pupils who are considerate, thoughtful and confident citizens. The school provides a range of before and after-school activities and a food bank for families. The recent trip to London, enabled pupils to travel beyond their local, familiar environment and become immersed in architecture and culture. In addition to these planned moments of awe and wonder, staff seize every chance to ask thought-provoking questions. These spontaneous moments offer pupils' some spiritual development. Pupils actively embrace times to engage with their class reflection areas. Occasions to deepen personal moments of spiritual enrichment in worship and reflection are limited by the lack of planned curriculum opportunities.

'Achieve your full potential' impacts powerfully on pupils' character development. Pupils are confident to speak up if they feel something isn't right both in and outside of school. For example, pupils were concerned that others could not afford a school uniform. Staff listened to them and a uniform bank was started. This confidence leads pupils to challenge environmental issues. The recycling group check the class bins every day to ensure recycling




takes place. The best class recyclers are awarded a certificate each Friday in the talent assembly. The school actively supports a range of local and national charities. Pupils instigate action to champion causes, which they are passionately concerned for and that have affected their community. In this way, being courageous advocates for change, starts at an early stage. Inspired by the vision, pupils are clear that they can support those in need through prayer, fundraising and personal action. Thus, the seeds are being sown locally, but global support is less well developed.

Collective worship is inclusive, those of all faiths and none take up the invitation to participate in their own way. Staff, pupils and adults value time to come together. Pupil worship leaders in Year 6 demonstrate enthusiasm for their role and are keen to be actively involved. However, other year groups do not have independent opportunities to plan, lead and evaluate the effectiveness of collective worship. Several Christian groups enrich worship in school. An example of this is the recent visit by the 'Open the Book' team and the Eritrean Orthodox Church Families. The breadth of worship enables pupils to appreciate that Christians worship in different ways. This includes opportunities for prayer, stillness, singing and reflection on Bible stories. Worship makes all feel part of 'God's family'. It provides meaningful moments for awe and wonder. Adults share how listening to pupils singing makes their day and swells their own spiritual wellbeing.

RE is led with passion and commitment, enhancing pupils' religious literacy. This, combined with supportive partnerships with the Diocese of Leeds and local churches, has developed staff confidence and subject understanding. The RE curriculum weaves together a balance of knowledge and enquiry approaches. Key questions invite a response and create pupils who are inquisitive and respect each other's views. Pupils are enthusiastic about their RE lessons and it provides a safe space for them to discuss beliefs. They have a good understanding of a range of faiths and worldviews. This is enhanced through visitors to the school and visits to a synagogue, mosque and a baptist church. The use of big questions ensures theological and philosophical ideas are openly reflected upon. This contributes to a good breadth of knowledge and understanding of RE. Pupils critically engage with texts from the Bible which strengthens their understanding of Christianity.

All Saints Church of England School is driven, and living, by its distinctive Christian vision. It is an inclusive, nurturing family where leaders work with love in their hearts in God's family.



	The effectiveness of RE is		Good	
	<p>A new scheme of work offers a broad and engaging curriculum. Pupils respond well to the revised RE curriculum and learn keenly. The school effectively uses assessment and tracking material to provide targeted support. All pupil groups are able to make good progress from their starting points. Every pupil is encouraged to develop and extend their thinking, therefore flourish in the subject.</p>			
Information				
School	All Saints Church of England Primary School, Leeds	Inspection date	22 March 2023	
URN	108048	VC/VA/Academy	Voluntary aided	
Diocese/District	Leeds	Pupils on roll	263	
Headteacher	David Pattison			
Chair of Governors	Maria Herlingshaw			
Inspector	Elaine Bowers	No.	960	