

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| All Saints CofE Junior School, Matlock | |
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| Address | Hurds Hollow, Matlock, DE4 3LA |

| School vision |
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| God gave you that gift....Now let it flourish, as a small flame grows into a fire. 2 Timothy 1:6 |
| School strengths |
| <ul style="list-style-type: none"> • The school's Christian vision promoted by leaders allows all to flourish and share their gifts. Consequently, All Saint's is living up to its foundation as a church school. • There is a culture of high expectations and inclusivity, where well-being for both pupils and staff alike is prioritised. This creates a clear sense of belonging. Everyone lives out the school vision and associated values through their care for each other. • Collective worship is integral to the school day. Pupils and staff welcome the chance to join as a loving community. Inspired by the vision, pupils' contributions and involvement in planning for worship further enhances their spiritual development. • Trusting and generous relationships exist across the school. This significantly contributes to the thriving of all adults and pupils. The school's vision benefits others beyond the setting, with effective collaboration championed. • Religious education (RE) is well planned and taught. As a result of this, pupils have a good knowledge and understanding of a range of world religions. |
| Areas for development |
| <ul style="list-style-type: none"> • Develop a whole school approach for spiritual development. This is to ensure that pupils of all ages benefit from a shared understanding of spirituality and a wide range of rich experiences. • Strengthen the range of opportunities for pupils to learn about a wide range of worldviews. This is to further extend their understanding of difference and diversity beyond the immediate locality. |
| Inspection findings |
| <p>All Saints Church of England Junior School is rooted in its well established Christian vision and values. It is a warm and welcoming school where all can share their gifts. This is an inclusive community where everyone is valued and treated with respect. Pupils are flourishing because they are seen as unique individuals in Christ. They are known and cared for. Staff are deeply committed to ensuring that pupils, including those considered to be vulnerable, have their individual needs met. At All Saints there is a demonstrable culture of aspiring to be the best you can be. As a result, pupils have high aspirations. The school's established foundations provide all they need to flourish now and in later life. Leaders, governors, and staff rightly champion how the vision and values support their high expectations. The school draws upon biblical links to engage and motivate their community. As a consequence, the flourishing of everyone is a priority shared by leaders, staff and</p> |

pupils.

Leaders are mindful of staff wellbeing and proactive in their professional development. Furthermore, leaders have initiated a wellbeing team that is valued and celebrated by colleagues. Those who work at All Saints are proud of their school and are united by the vision. Staff champion good relationships, professional development, and the support of colleagues are a real strength. Consequently, all feel valued as the wellbeing of everyone is prioritised.

Strong partnerships exist with Derby Diocese Academy Trust (DDAT) the diocese and the local church. These have enabled leaders to be well supported in their development of the school's Christian distinctiveness. Leaders are committed to a number of effective partnerships within the trust. This leads to support, challenge and guidance for each other. The vision is also lived beyond the school allowing others in the partnership and trust to benefit from staff sharing their gifts.

Built on the vision, collective worship is carefully planned and integral to the school day. Everyone's different and unique talents are recognised. Worship is grounded in children's previous understanding and Christian traditions. This means that growing ideas such as generosity and gratitude are effectively built upon. Time is given for personal reflection to inspire pupils to think beyond themselves. Invitational language is used throughout. As a result of this inclusive approach pupils feel inspired to act. It is enriched through effective partnerships and visits from the local church. Pupils are leaders and planners of worship. This involvement enhances their understanding and experience of worship and allows them to shape how it is delivered. The school worship team meets regularly to write prayers and plan how they can support the local food bank. Their leadership allows them to reflect on how they can live out the vision and encourage others to do the same. However, a shared language and understanding of spirituality is not embedded. Therefore, opportunities for both adult and pupils' enrichment are missed.

Pupils readily appreciate the importance of social action, and are actively involved assisting those who are disadvantaged. A strong group of 'Ambassadors' are leading on many current issues. In particular, ethical discussion about local poverty and the 'Gingerbread Challenge' demonstrates this. Pupils see themselves as agents of transformation and this links clearly with the vision. The school encourages and fosters a sense of them being the leaders of change in their community. Pupils have multiple leadership opportunities which help prepare them, in the words of the vision, to share their gifts. As a result they know the power of their voice and act justly to care for others.

Rich and varied learning experiences extend beyond the school day with a variety of extra-curricular activities. These opportunities allow pupils to discover and develop their talents. Parents correctly appreciate that the school allows their children's gifts to shine. Pupils are supported to let 'the flames grow into a fire'. Every child is known, loved and accepted for who they are. The impact of the school's vision radiates into the school community. Parents champion the personal and individual support they have received from All Saints allowing their children to thrive.

RE makes a good contribution to pupil's flourishing and strengthens the school's vision. It effectively promotes an understanding of Christianity and a range of faiths. It offers a range of well planned activities and lessons. These ensure pupils to consider the importance of belief for others and themselves. Pupils see it as a safe space to learn, to ask challenging questions and engage in ethical debate. Good practice is shared across the school and within the Trust. Leaders have ensured that the subject is well resourced with the result that lessons are engaging. They have prioritised training from the local diocese. Pupils speak with enthusiasm about the importance of RE. However, leaders recognise that children require a deeper understanding of the diversity in major faiths and worldviews.

Sharing your gifts and allowing them to flourish is weaved into the fabric of this inclusive school. Care, compassion and high expectations shown by all who work and study at All Saints, allows them to live life in all its fullness.

These inspection findings indicate that All Saints Church of England Junior school is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 16 January 2024 | URN | 144067 |
| VC/VA/Academy | Academy | Pupils on roll | 233 |
| Diocese | Derby | | |
| MAT/Federation | Derby Diocesan Academy Trust | | |
| Executive Headteacher | Ben O'Connell | | |
| Chair | Jo Smith | | |
| Inspector | Rebecca Dolby-Molson | No. | 2221 |