

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Hallows Church of England VC Primary School

Vision

We aim to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. We care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.

At the heart of the community, with the children at the heart of the school.

All Hallows Church of England VC 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.

Strengths

- The school vision is driving the school's work, enabling both staff and pupils to flourish. It is a lived reality. Both pupils and staff boast of belonging, they are valued for their uniqueness and individuality.
- Pupils and adults feel they are treated well. Relationships at all levels are rooted in the school's Christian vision and values. Pupils treat each other with respect, often resolving conflict themselves and taking care of each other.
- Pupils take on responsibilities maturely and with great enthusiasm. The opportunity to take up leadership roles encourage pupils to live well together and stand against injustice. They are confident and eloquent in sharing their thoughts about injustice, whilst desiring to make positive change in their community.
- Collective worship is inclusive, giving pupils and adults opportunities to flourish spiritually. It nurtures a strong sense of unity where everyone is welcome. Pupils enjoy this time and recognise this as a significant and impactful part of their daily experience.

Development Points

- Strengthen opportunities for spiritual growth in the curriculum. This is to enhance the spiritual flourishing of pupils.
- Increase the broadness of the religious education (RE) curriculum. This is to extend pupils' understanding of the impact that different religions and worldviews have on lives of individuals and communities.



Inspection Findings

All Hallows' Christian vision enables leaders to keep pupils at the heart of school improvement and decision making. Consequently, pupils flourish as unique individuals who are happy and enjoy their time at school. The team of dedicated staff know their pupils and care greatly for their wellbeing. Teachers are like 'extended family members,' communicating effectively with home and supporting parents as well as pupils. As a result, this school nurtures a sense of belonging for families, with pupils feeling heard, known and valued. Leaders strive to make the school the best that it can be, knowing what is required to make necessary improvements. For example, the school has devoted considerable effort into improving their special educational needs and/ or disabilities (SEND) provision. Staff recognise that pupils have unique needs, personalising provision and making necessary adaptations so that pupils can flourish. Pupils care for each other and are kind to their peers, regardless of differences. The school is supported by knowledgeable governors who want to keep pupils at the heart of conversations. This is having an impact with leaders feeling well supported as pupil flourishing remains a priority at all levels.

Supporting good mental health is central to the school's vision and work. Parents are grateful for 'Thank You Friday,' when staff celebrate pupil achievement. Staff show great care writing personalised, tributes which celebrate individuals in front of their peers and family. These often link to the school's Christian values, recognising varied achievements in effort, attainment or personal development. This is having a positive impact on wellbeing. Pupils are happy to receive such public acclamation which makes them feel both highly valued and proud of their achievements. The mental health support team are utilised for pupils in need. Staff are proactive in spotting signs of anxiety and referring pupils for extra support. As a result, pupils' mental health is positively enhanced. Staff wellbeing is also a priority for leaders and governors. Pupils become Office Owls, working cooperatively with administrative staff, growing empathy across the school community. Initiatives such as a help yourself box and leadership open door practice, is having a positive effect on staff morale. Staff feel heard and supported by the leadership team. They value the priority leaders place on responding to staff needs as they emerge.

Pupils respond passionately when they see an injustice taking place. Forgiveness is at the centre of the school's behaviour policy. Incidents are resolved quickly so that friendships can be reconciled. The school also works with the wider community when conflicts arise, trying to ensure that everyone feels they belong. The school teaches pupils how to resolve conflict whilst being responsible for, and empathetic towards, others. One pupil commented how it is important to 'put yourself in someone else's shoes and try to understand how they feel.' Another pupil was moved by a visit from the Holocaust Centre observing 'we have to stop things whilst they are small, and not let things get worse.' Pupils feel their views are valued in school. The school parliament understands the importance of democracy and this is ensuring everyone's views are heard. Pupils support initiatives such as gathering food for those in need and raising money for pupils they are sponsoring. They are making a difference to lives beyond their school community.

Collective worship is having a positive effect on the spiritual flourishing of pupils. Pupils engage with this time thoughtfully and with great respect. It provides a welcoming opportunity for staff and pupils to engage in. One pupil explained that they did not believe in God, but collective worship helped them to be a better person. Another pupil said it made them feel calm. School worship encourages pupils to bring prayers from home so that families are included in school worship. Pupils are respectful as they listen to each other, and respond appropriately, showing their togetherness. Collective worship is inspiring pupils to think deeply about themselves and beyond their immediate concerns, enabling spiritual growth. Pupil worship leaders are proud of the role they have in



worship. They apply for the position hoping to boost their confidence and play an important role in the life of the school. Thus far, staff have been central in organising and coordinating the worship leaders. Pupils are at the initial stages of independently planning and delivering worship however they still rely heavily on adult support. Thus, there are some missed opportunities for further spiritual flourishing as pupils do not always apply their own ideas and initiatives. Pupils are given opportunities to explore faith further by engaging with messy church on a Saturday. Growing numbers show the impact of the positive relationship between church and school. It also highlights the value and centrality of faith in the community.

Opportunities for spiritual growth is implicitly threaded through the school's curriculum. Staff are confident in posing deep questions to pupils which encourage thoughtful responses. This is having a positive impact, especially with older pupils, who have enjoyed discussions and can express their viewpoints eloquently. Spiritual growth is central to the school's Christian vision which celebrates uniqueness, connectedness and well-rounded individuals. However, some staff attribute spirituality more closely to collective worship and RE rather than other subject areas. This means that spiritual flourishing is not being prioritised across all learning but is rather seen as a positive byproduct of the whole curriculum. The school's vision is informing curriculum design and planning. There is a real desire for every pupil to succeed and for individual pupils' needs to be met. Ambition is one of the school's values. Pupils take great pride in trying their best and celebrate each other's achievements.

RE is given high priority in the curriculum. Pupils enjoy RE lessons. The curriculum is developed in a way that enables pupils to grow in their understanding of Christianity over time. Pupils' knowledge of Christianity is accurate, well-informed and shows an understanding of the diversity of the Christian faith. However, there are missed opportunities to develop pupil understanding of ethical enquiry and evaluation. Pupils spend much time growing their knowledge and not as much time analysing and applying this knowledge. The curriculum therefore lacks challenge, especially for pupils with prior knowledge of a religion or worldview. When ethical enquiry is applied to learning, pupils respond passionately and enthusiastically. This is more prevalent in the older year groups where pupils are given more opportunities to think critically about religion and worldviews. Leaders are committed to staying up to date on national trends and developments in the subject.

Information

Address	All Hallows CE Primary School, Priory Road, Gedling, Nottingham, NG4 3JZ		
Date	14 January 2025	URN	122743
Type of school	Voluntary Controlled	No. of pupils	200
Diocese/District	Southwell and Nottingham		
Headteacher	Heather Gabb		
Chair of Governors	Sarah Lee, Aisling Walters		
Inspector	Kirsty Lacey		