

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### All Saints Church of England Primary School

#### Vision

As a school, we aspire to develop confident, curious learners who stand up for what is right and seek to be the best they can be.

‘Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.’ Matthew 5:16

All Saints Church of England 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.

#### Notable Strengths

- Firmly rooted in a biblical narrative, the school’s Christian vision and values inspire its strategic direction. Consequently, lights of courage and curiosity are ignited for both adults and pupils.
- Collective worship, enhanced by the partnership with the local church, is integral to school life. It enables members of the school community to reflect on the school’s Christian vision and values, thereby contributing to their spiritual flourishing.
- Inclusivity and wellbeing are central to the life and work of the school. Pupils, including those who have additional needs, are supported compassionately. Therefore, they flourish in a nurturing environment.
- The partnership with Frays Academy Trust strengthens the school’s capacity to fulfil its life-enhancing vision. As a result, pupils and staff shine because of their engagement with valuable support.
- Effective subject leadership in religious education (RE) is driving its curriculum. This means that pupils achieve well in the subject.

#### Development Points

- Extend the shared approach to spirituality in order to maximise planned opportunities for spiritual awareness across the whole curriculum. This is so that members of the school community can recognise and express how they are flourishing spiritually.
- Cultivate greater opportunities for pupils to respond to issues about injustice in ways that go beyond charitable fundraising. This is to enhance the ways they use their sense of responsibility for the good of others.
- Ensure pupils have knowledge and understanding of Christianity as a global and diverse world faith. This is to enable them to recognise how Christian belief, practice and worship are expressed in different cultures and traditions.



## Inspection Findings

### Vision and Leadership

The deeply embedded Christian vision and associated values of courage, compassion, curiosity and community drive the work of the school. This results in adults and pupils having a deep sense of belonging and striving to be the best they can be. Life presents significant challenges for some families and the school is very much at the heart of overcoming these. Leaders are steadfast in their desire to be inclusive so that all their pupils flourish. Therefore, where barriers are evident, they are tireless in looking for practical solutions to break them down. For instance, they ensure that pupils, whatever their background or circumstance, can participate in enrichment activities. As a result, no-one is left behind. Leaders help school members reach their full potential through effective decisions. An example is providing a dedicated base for pupils with additional needs. This means they can experience bespoke teaching in a quiet, calm setting in order that they, too, may shine. The trust's vision for all to reach their God-given potential aligns well with the school's aspiration to shine their light. Consequently, the lives of pupils and adults are enhanced because they are nurtured in love and care.

### Vision and Curriculum

The rich and inclusive curriculum, inspired by the vision, sparks curiosity and provides valuable experiences for pupils. Thoughtful, extensive extra-curricular provision and carefully planned visits expand pupils' horizons, allowing them to let their light shine. These include trips to 10 Downing Street, the planetarium and Windsor Castle. Pupils flourish during annual residentials because these foster courage and resilience. 'Flourishing Fridays' have a positive impact on pupils' engagement by enabling them to access a more enriched curriculum. Activities such as archaeology, chess and archery are very much enjoyed by pupils. These allow them to shine in areas they may not otherwise be able to do so. Pupils considered to be vulnerable or with special educational needs and/or disabilities (SEND) are supported with care and sensitivity through targeted interventions. The outdoor areas and garden provide opportunities for pupils to develop spiritually. The 'windows, mirrors and doors' approach to spirituality has recently been implemented. However, this is at an early stage of its development.

### Worship and Spirituality

Collective worship is a special part of the school day at All Saints. Anchored in Christian values and biblical references, worship inspires pupils and adults to let their light shine for others. For instance, pupils relate how the story of Jesus healing the paralysed man teaches them to show compassion. Worship contributes significantly to pupils and adults' spiritual development by providing opportunities to wonder, question and reflect on life's big issues. Inspiring music, imagery and uplifting songs further enhance spiritual flourishing. Prayer is invitational in nature with the option for reflection if preferred. Lighting the candle at the start of worship forms a visible and shared expression of the school's vision. Partnerships with All Saints Church, the diocese and trust enrich worship, providing engaging and meaningful experiences. Clergy lead school worship weekly and officiate at several church services during the year. Pupils and adults therefore experience major Christian festivals in a traditional setting. As a result, they have a breadth of opportunities to flourish spiritually.

### Vision and School Culture

The school's vision cultivates a caring and inclusive environment, reinforced by robust relationships with the trust and diocese. Leaders prioritise staff welfare and professional development. This has a positive impact on the wellbeing of adults and pupils. Alongside protecting work-life balance, staff are able to develop their expertise through targeted training provided by the trust. Collaborative support networks improve teacher confidence and knowledge. This commitment fosters a positive culture where staff feel valued and supported. Consequently, adults work well together as a team, but flourish as individuals who are equipped to shine in their work. Dignity and respect are hallmarks of All Saints, where adults and pupils are supported to let their light shine. Pupils particularly enjoy being made to feel special when they receive the 'star of the week' award, for



instance. The vision inspires the school community to live as a light to others. This can be seen in the way leaders act compassionately and support individuals who are experiencing difficulties in their lives.

#### Vision, Justice and Responsibility

The vision to stand up for what is right motivates pupils to undertake numerous leadership roles. These include school councillors, worship leaders, sports leaders and house captains. They are therefore empowered to experience responsibility and make a difference to the school. The curriculum, enriched by big questions, helps pupils to understand issues of justice, fairness and responsibility. They actively and confidently engage in charitable action and support within the local community. However, responses that go beyond charitable fundraising are less frequent. This limits opportunities to actively identify and challenge wider injustices. Therefore, pupils do not always recognise how they themselves can act in order to make a difference to others further afield. The school engages well with the diocese, benefitting from its training and support. Strong partnerships with the church, diocese and trust are beneficial in enabling pupils and adults to shine.

#### Religious Education

Effective leadership of RE ensures that the subject has a high profile. Thus, its priority in both key stages reflects the Christian vision and its place in the curriculum of a Church school. The well-balanced curriculum is effective at meeting the Church of England's expectations and enabling pupils to shine. They are encouraged to respond to RE learning in a variety of ways, including through art, music and drama. This fosters curiosity, ensuring a high level of engagement. Big questions such as, 'What is the best way for a Christian to show commitment to God?', promote deep thinking. These elicit thoughtful responses and help pupils to consider and develop their own views. They have an understanding of a wide range of different religions and beliefs across the world. However, pupils' appreciation of Christianity as a diverse worldwide faith is less secure.

The trust and diocese provide effective RE training and networking opportunities for leaders, who then disseminate information to staff. This means that staff have the knowledge and understanding they need to teach the subject with confidence. RE is monitored and evaluated well, ensuring the curriculum is delivered consistently through high-quality teaching, enabling flourishing. Through effective assessment, next steps are identified in order to support learning. Pupils are encouraged to articulate their understanding and make links with previous learning. As a result, pupils of all abilities, including those with SEND, make progress in RE.

## Information

Address	Norreys Avenue, Wokingham, Berkshire, RG40 1UX		
Date	22 April 2026	URN	149352
Type of school	Academy	No. of pupils	170
Diocese	Oxford		
MAT	Frays Academy Trust		
MAT Chair	Chris Cole		
Headteacher	Sally Hunter		
Chair of Governors	Steve Johnston		
Inspector	Jenny Earp		