

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints' Church of England Primary School

Vision

At All Saints' Church of England School we have a Christian environment where we are inclusive and we respect each other and people from all faiths and races. Together we flourish and help each other to learn and achieve our potential in a safe, loving and caring family.

'Since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and let us run with perseverance the race marked out for us, fixing our eyes on Jesus.' (Hebrews 12:1-2)

All Saints' Church of England 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

- Driven by the Christian vision this school is highly inclusive and meets the pupils' needs, with tangible care and compassion. It is characterised by strong support for pupils and their families.
- Caring leaders ensure wellbeing is a priority and, as a result of this, pupils and adults are able to thrive. This deeply embedded nurturing culture of the school ensures that adults and pupils treat each other well.
- Collective worship is at the heart of the school, enriching spiritual growth for pupils and adults. A special, enriching partnership exists between the school and the church.
- Religious education (RE) is highly valued and regarded as an important subject at the school. Through a carefully constructed curriculum, pupils enjoy the subject and have access to a range of faiths and worldviews.
- Spirituality is woven throughout all aspects of school life. Its impact is far reaching, influencing pupils in their everyday lives.

Development Points

- Strengthen the way that the Christian vision clearly underpins the curriculum. This is so pupils can have increasingly deeper understanding of how to be inclusive, respectful, and so flourish in their learning.
- Extend opportunities for pupils to identify and explore issues of justice and responsibility. This is so they understand how they can make a difference and have a positive influence on the lives of others.



Inspection Findings

Inspired by the Christian vision, pupils and adults are recognised and valued at All Saints'. The recently renewed Christian vision ensures that those who belong to this school know and understand that they are 'surrounded by such a great cloud of witnesses'. This knowledge allows them to be aware of those who have gone before and set an example of faith, perseverance, and good deeds. The Christian vision, its biblical roots and associated values, permeate the life of the school. As a result, it is a happy, safe place to work and learn. Staff are committed to the vision and are positive role models to pupils. This impacts on the strength of relationships, underscoring the inclusive nature of the school. Governors and leaders ensure ongoing school improvement through robust self-evaluation systems, including other regular visits.

Embodied by the vision, relationships between school and its community are highly positive and valued. The wellbeing and mental health of staff and pupils is a high priority, shaped by a strong sense of Christian love. Staff nurture pupils to persevere and be the best individual they can be. Parents deeply value how approachable staff are, and the love and care for their children. The culture flows directly from the vision. Pupils and adults are known and loved as the individual they are. Parents rightly spoke of the vision and values being 'shared widely'. They speak with passion when describing the 'warmth and acceptance' which is provided for the children's needs and their families. They describe situations where the Christian values taught in school influence decisions made in their lives outside of school. Parents are right in their conviction that pupils experience a rich and diverse environment that allows them to grow as individuals.

The curriculum is adapted to be relevant to the school context. Great care has been taken to promote an understanding and appreciation of diversity through the curriculum. This is reinforced by planned curriculum activities which broaden pupils' perspectives, develop empathy and build global citizenship. Enrichment opportunities, include visitors into school and visits out are carefully planned and executed. This provision is enhanced by the wide range of reading materials, including RE books, both in the classrooms and library. These books allow pupils to begin to independently explore issues beyond the taught curriculum. The school's values weave naturally into a curriculum designed to challenge the thinking of each pupil. For example, pupils are given opportunities to consider the feelings of children living in the slum areas in Brazil. However, leaders themselves have rightly identified, within their monitoring and evaluation, that there are too few curriculum opportunities for pupils to learn about inclusion and respectfulness. This limits their chances to flourish. The school's vision is a lived reality for pupils, but especially for those with additional needs. With the support from leaders and governors' bold decisions are taken to enable these pupils to thrive. Leaders have also recognised the need to support pupils' emotional literacy. As a result, they employ an emotional literacy support assistant (ELSA) to work with pupils and staff. This work is enabling pupils in school to flourish, especially those who are vulnerable.

Opportunities for spiritual development are shaped by blending deliberately planned moments of awe and wonder with ordinary activities through the day. Inspired by the vision, the construction of the 'forest school' has enriched the curriculum. This space has created a learning environment within nature to explore the natural world. Pupils use their senses to connect to the world God created, such as listening to the stream as it flows through the space into the River Derwent. Pupils take trips out on the fells, experiencing moments of stillness and a sense of awe and wonder.

Collective worship is highly valued as an intrinsic part of life at All Saints', with everyone in the school invited to participate. The vision promotes opportunities for pupils and adults to experience opportunities for spiritual



growth through this daily act. Biblically based storytelling enhances pupils' comprehension of the thoughtfully selected Christian values. In alignment with the vision, leaders strive to regularly incorporate pupils' contributions to worship, fostering their confidence. Pupils are invited to engage in familiar prayers and there is joyous singing too. Opportunity for stillness and prayer are central to the school day. Pupils use it in their lives to share worries or give thanks. Prayer spaces throughout school encourage it to happen spontaneously. Outside there are designated areas for quiet reflection. Pupils use the space to think, reflect and 'praise God'. A team of staff and church partners plan collective worship. This large group are driven and dedicated to providing high quality provision, which can be accessed by all. Clergy from the parish church lead weekly worship in school as well as providing experience days in the church building. These days allow pupils to consider and understand the traditions. Pupils spoke a baptism service and how they had experienced this in their 'own' church. The church and school are active partners believing, together, that they serve the community and are 'living the challenges'.

Pupils understand the meaning of justice and are clear in their pursuit of the rights and needs of others. The vision challenges leaders to ensure that pupils gain a respect for diversity. Development of the 'Global Neighbours' award is just one example of how the school explores, with the pupils, the challenges facing others in the world. They explore ways in which working together can make a big difference. Pupils engage in social action, for example by organising a charity day and raising money for the 'Children with Cancer' charity. However, pupils are not provided with sufficient opportunity to independently assume the responsibility of active contributors to positive change.

RE is led with confidence. Leaders have crafted a curriculum in which pupils encounter a variety of religious and non-religious perspectives. The curriculum is designed clearly, enabling pupils to discuss their learning journey and understand what they will learn next. Leaders enhance teachers' subject knowledge through regular professional development in partnership with the diocese. They seek to broaden pupils' understanding of world religions by inviting inspirational speakers and visitors. The curriculum provides opportunities to explore how Christians around the world practice their faith. Visits to places of worship and guest speakers also help pupils appreciate diverse beliefs, including Sikh ambassadors who shared their faith and practices. Governors regularly monitor the effectiveness of RE through school visits and contribute to the curriculum by engaging pupils in projects. For instance, each year group creates and learns about different crosses from around the world.

Information

Address	Slatefell Drive, Cockermouth. CA13 9BH		
Date	11 March 2025	URN	112272
Type of school	Voluntary Controlled	No. of pupils	187
Diocese/District	Carlisle		
Headteacher	Nicola Smallwood		
Chair of Governors	Sarah Blackburn		
Inspector	Ashleigh Lees		