

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Featherstone All Saints Church of England Academy

Vision

The Parable of the Mustard Seed, Matthew 13: 31-32

Our school vision encompasses a vision of the Kingdom of God, where God's love rules, where everyone is welcome, where everyone is valued and where everyone can flourish.

At All Saints we believe that everyone is valued as unique individuals and, like the mustard seed, we all have the potential to grow and to flourish. Jesus said that faith as small as a mustard seed could achieve great things, even move a mountain.

'To grow and to flourish'

Featherstone 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

- Leaders have demonstrated their dedication to the development of this Church school by renewing the Christian vision, which demonstrates their strong commitment to the community they serve.
- Invitational collective worship provides periods of reflection for students to contemplate elements of the Christian vision and to engage in prayer. Thoughtfully planned activities centred around the school's core values, foster spiritual growth.
- Religious education (RE) is highly valued and regarded as an important subject at the school. Through a carefully constructed curriculum, pupils' understanding of Christianity as a global faith, is encouraged.
- Strong relationships are rooted in the Christian vision. Collaboration with the local parish church, diocese and Trust provide challenge and guidance to leaders at the school.

Development Points

- Develop and embed a shared language for spirituality throughout the wider curriculum. This will allow pupils to discuss experiences that influence and deepen their personal spiritual development.
- Provide contextually rich opportunities for pupils and adults to deepen their understanding of global faiths through inspirational visits and visitors.
- Further promote and foster an active culture of social justice and responsibility. This is to enable pupils to be advocates for change and empower them to consider and act upon ethical choices and responsibilities.



Inspection Findings

Inspired by the Christian vision, pupils' and adults are recognised and valued as individuals in this school. The recently revised Christian vision ensures that all who enter the school know they can 'be the best they can be.' One pupil stated, 'we can all grow and flourish in God's love.' The Christian vision, and associated values, permeate the life of the school. They are understood and lived out daily. Key policies are shaped by the Christian vision. As a result, the school is a happy, safe place to work and learn. The partnership with the trust is strong and advantageous to both. Its structure offers highly effective support while maintaining the school's unique Christian character and vision. Governors and trust members ensure ongoing school improvement through robust self-evaluation systems. Leaders also facilitate training for governors and staff through the local diocese, ensuring a deep understanding of Church school education.

The school's vision supports a culture where deeply nurturing and caring relationships enable all to live well together. These strong relationships underscore the inclusive nature of the school, and are valued. Staff are committed to the vision and are positive role models to pupils. The wellbeing of staff and pupils is a priority for leaders. Changes to assessment practices at the school have positively impacted on staff workload. A structured approach to supporting the wellbeing of pupils and staff is adopted. The vision is lived and seen in the exceptional friendliness, politeness, and excellent behaviour of pupils throughout the school. Their good behaviour reflects the core Christian values of love, aspiration, courage and respect. Pupils say that they should always treat others as they wish to be treated. This creates a happy and supportive learning environment where many children can self-regulate their behaviours. Parents deeply value how approachable staff are and the culture of love and aspiration for their children. This flows directly from the vision. Parents speak positively of the vision and values being 'lived and embedded' in the daily lives of their children.

The curriculum is deeply rooted in the Christian vision of the school. Leaders ensure that pupils have access to a broad and balanced curriculum. Also, beyond the classroom, pupils are given the opportunity to experience a wide range of sporting, music and leadership opportunities. Leaders are committed to helping pupils reach their potential. Curriculum choices allow pupils, regardless of need, to thrive. The development of specialist, tailored support for the most vulnerable children exemplifies the vision in action. Pupils are also encouraged to explore their personal spirituality. They are given time to consider their own opinions and ask questions in some lessons. Development of a shared language of spirituality would enable conversations about experiences which enrich and influence spiritual growth. Opportunities to experience moments of awe and wonder are written into the curriculum. For example, when reflecting on God's creation in their outdoor lesson in the school grounds. Pupils speak of feeling 'God is in everything, big and small.' Opportunities for rich discussion are woven throughout the curriculum. Access to young people's news programmes supports the development of debate and the chance for pupils to disagree well.

Collective worship enables the vision to be explored, through the school's associated Christian values. Worship is inclusive of staff and pupils, with everyone in the school invited to participate. Resources are developed to ensure that pupils can engage with the worship themes at an age-appropriate level. The school community enjoys time together for worship. Particularly special is the weekly service shared with the congregation of the parish church. Here, pupils experience a church service with traditional hymns and prayers. Worship across the school is well-planned, balancing Christian values with church festivals, and deepening pupils' understanding of Christian traditions. The daily act of collective worship is highly valued, providing an opportunity for calm and peace. Parents,



staff and pupils enjoy weekly celebration worship where pupils' actions, in line with the vision and values are celebrated. Prayer and reflection are central to school life. Reflection spaces in every classroom, encourage pupils to engage in thoughtful contemplation and personal spiritual development. However, pupils have limited opportunities to reflect and pray outside the classroom, which prevents them from fully integrating their spiritual growth into their daily lives.

Inspired by the vision, pupils and staff support their local community through a variety of charitable works. The school council represents pupils thinking when deciding which charities to support. Pupils enjoy fundraising, and do so for many organisations, such as the local hospice and Children in Need. The school engages with the local community beyond the school day. Pupils enjoy taking part in the 'Carols around the tree' in the village. These close relationships with their village support pupils' understanding of the world in which they live. However, they are not always fully aware of the impact that these undertakings have. Also, wider opportunities to transform pupils' enthusiasm into practical action is limited. Opportunities are missed for pupils to develop their understanding of social justice and act upon it.

Leaders have a strong vision for providing a high-quality RE curriculum. The RE curriculum is meticulously planned and structured to enable pupils to progress in their learning. Development of themed resources is shared with other schools in the trust and this supports quality teaching and learning. Pupils build a solid understanding of Christianity alongside other religions and worldviews. Governors actively monitor the effectiveness of RE through regular school visits. They also contribute to the curriculum, working with pupils on a range of projects. When reviewing the curriculum, governors, alongside other leaders, ensure that the Christian vision is the 'golden thread' throughout. Consequently, the RE curriculum is robust. Leaders are keen to expand pupils' understanding of other world faiths by providing access to inspirational visitors. Meaningful experiences in RE, such as visiting a mosque, will enrich their understanding of world religions and worldviews.

Leaders ensure that teaching in RE is of a high quality. All staff confidently deliver RE lessons, adapting resources to ensure an inclusive programme for pupils. Teachers' knowledge and understanding is supported by the passionate RE lead. They benefit from the specialist advice and helpful resources provided by the diocese and trust. This results in confident teaching. Rigorous monitoring of teaching and assessment by leaders ensure pupils make expected progress. Marking is effective, and pupils respond to feedback to improve their understanding. Teachers create safe spaces in their classrooms for pupils to explore theological and philosophical ideas. Pupils enjoy RE, showing respect and acceptance for different religions and worldviews. They are challenged in lessons by 'deep thinking' tasks. However, they cannot make meaningful comparisons when discussing the details of religious practice between world faiths.

Information

Address	North Close, Featherstone. WF7 6BQ		
Date	11 December 2024	URN	143960
Type of school	Academy	No. of pupils	220
Diocese/District	Leeds		
MAT/Federation	Enhance Academy Trust		
Headteacher	Philip Burton		
Chair of Governors	Carly Jones		
Inspector	Ashleigh Lees		