

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

### Aston All Saints Church of England Primary School

#### Vision

Kindness builds community.

'Do unto others as you would have do unto you'. Matthew 7.12.

Aston All Saints CofE 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

- The school's theologically rooted vision is known and well understood by pupils, staff and parents. Although it has only recently been adopted, it is already having an impact on life in school.
- The school's vision leads members of the school community to treat each other well. Friendship, respect and trust are evident in interactions throughout the school. Pupils are supported to make good choices. Parents rightly feel pupils are cared for. Staff know their wellbeing and development is a priority.
- Collective worship is inclusive and invitational, with clear links to the school's vision and values. It is well planned across the year. Pupils actively engage in worship, with pupil leaders making a very positive contribution.
- Through collective worship and the taught curriculum, pupils are enabled to identify and challenge injustice and explore ethical choices. The school provides a range of opportunities for pupils to challenge injustice through its carefully developed, inclusive approaches.
- The school's curriculum for religious education (RE) is new this year, but it is already firmly established. Adults are well supported with their subject knowledge and resources that support pupils' learning. Learners are able to recall learning within RE.

#### Development Points

- Ensure there is tight and effective monitoring of the new RE curriculum. This is to enable leaders to build on recent changes and understand the impact on learning over time.
- Embed how spirituality is taught and referred to within collective worship and in teaching. This is to ensure that there are further opportunities to develop pupils' spiritual development.
- Encourage pupils to use outdoor space to reflect and be still. This is to give further opportunities for spiritual development in learning and unstructured time in different places.



## Inspection Findings

### Vision and Leadership

Leaders at Aston All Saints Church of England Primary School have recently developed a new vision for the school, rooted in the teaching of Jesus. The focus is on treating others as you wish to be treated and this is well known to pupils and adults within the school. Pupils are able to articulate a secure understanding of the vision and values in a way that is age appropriate. The vision and core values of friendship, respect and trust are clearly relevant to the school's context. Staff and parents are pleased that they could contribute to the development of the vision. Their involvement in its creation has helped them to understand how pupils and adults live out the vision. The values are particularly obvious in relationships between staff and pupils throughout the school. They are seen in the way pupils and adults show love for each other. They are heard in the conversations adults have with pupils in class and outside. They are evident in the way pupils give each other encouragement and support in a range of situations.

### Vision and Curriculum

The school's curriculum has been carefully developed to reflect the school's ethos. It is inclusive and provides opportunities for pupils to access learning in class and through extra-curricular activities. Through planning and guidance, leaders support teachers to tailor the curriculum to meet the needs of individuals and groups. Teachers make adaptations based on the needs of pupils in their class, including those with special education needs and/or disabilities (SEND). They are helped to remember previous learning through routines in lessons. Teachers plan opportunities within lessons for pupils to reflect spiritually. These moments encourage pupils and adults to reflect on themselves, to think about the wider community and to consider how they can make a difference. Pupils have a special way of thinking about spirituality, and they use this in lessons. Some of the older pupils can articulate what this means with clarity and confidence. However, pupils have different levels of understanding of their spiritual development.

### Worship and Spirituality

Collective worship is central to the life of the school. It is inclusive and invitational, with pupils and staff encouraged to participate. It is well planned to take account of seasons of the church and Christian festivals. It helps pupils to deepen their understanding of celebrations and Anglican traditions. Worship is used as an opportunity to explore the school vision and each of the values. This helps pupils and adults to see how these can be applied in their daily life. The inclusivity of worship demonstrates the school's vision and values in action. Pupil worship leaders contribute to both whole school and class worship, such as leading everyone in saying the school prayer. Within worship, activities such as thinking time and talk to a partner encourage pupils to actively take part. This helps to develop their ability to reflect on themselves and wider issues. Therefore, worship is supporting pupils in their spiritual development. However, only a small number of pupils recognise that worship supports them to flourish spiritually. The school has used the outside spaces for a range of purposes, including teaching and play times. This includes areas for physical activities and an area for quieter activities. However, few pupils use the outside spaces to be still and reflect.

### Vision and School Culture

The school's vision leads pupils and adults to treat each other well. Leaders have helped pupils and adults to have a good understanding of the values of friendship, respect and trust. Core values are evident in the way individuals and groups engage with each other. This includes pupils making good choices in the way they work with each other in lessons. At lunchtime, pupils from different year groups play together in different activities showing friendship and respect. Pupils are clearly cared for and parents appreciate this. The way staff support pupils when they join the school is an example of this. Leaders place high priority on staff wellbeing and professional development. As a result, staff are well cared for. They help each other when they are faced with challenges. Support from the multi-academy trust (MAT) and the diocesan board of education (DBE) is helping



staff to develop their professional expertise. Staff and parents rightly speak about the school as supportive community. This outworking of the vision and values is a real strength of the school.

#### Vision, Justice and Responsibility

Through collective worship and the taught curriculum, pupils are given opportunities to identify injustice and explore ethical choices. In collective worship and lessons relevant national or international topics are explored. This helps pupils to understand challenges faced by other people outside of their own community. For example, pupils know that some people treated unfairly because of the colour of their skin, gender or disability. Pupils and adults have time and space to think about relevant issues and concerns such as recycling and staying safe online. This has led to pupils taking action in different ways. Pupils have been litter picking with the school, recycling more at home and joining a campaign to challenge stereotyping. The school also encourages recycling of school uniform and other clothes to reduce waste. Adults also help pupils to understand the difference they can make through whole school initiatives, such as fundraising for a local children's hospital. Pupils have roles and responsibilities around the school, including play and worship leaders.

#### Religious Education

RE is clearly a priority for staff. It has a high profile within the school. Leaders and teachers ensure that there is sufficient time given to teaching of RE. A new curriculum has been introduced in the school, building on what was already in place. Leaders have given very careful thought to its structure and content. It is well planned and clearly sequenced. This means that pupils build learning over time. The curriculum covers a range of religions and worldviews with an appropriate emphasis on Christianity as a diverse faith. Leaders have made sure that the curriculum is well resourced. This includes guidance for staff as well as suggested prompts for pupils in their learning.

Pupils across the school are engaged in RE lessons. They are able to recall recent learning within RE. Pupils are able to apply prior learning outside of lessons. For example, pupils use learning in RE in their responses during worship. Older pupils were able to talk confidently about prior learning and key themes within Christianity, such as creation, incarnation and salvation. Pupils enjoy learning about religions and worldviews and the ways in which they influence people's choices. The curriculum is still new to the school. Leaders have already started to monitor the impact of changes on pupils and their learning. However, because the changes are recent, monitoring impact it is not yet sufficiently embedded.

## Information

Address	Lodge Lane, Aston, South Yorkshire S26 2BL		
Date	17 November 2025	URN	141590
Type of school	Academy	No. of pupils	175
Diocese	Diocese of Sheffield		
MAT	The Diocese of Sheffield Academies Trust		
MAT Chair	Huw Thomas		
Headteacher	Rebecca Webster		
Chair of Governors	Huw Thomas		
Inspector	Vincent Hampton		