

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

### All Saints Junior Academy

#### Vision

With God, nothing is impossible. Luke 1:37

Inspired by our Christian vision and rooted in the teaching of Jesus, we believe every child is uniquely created in God's image. We challenge and nurture them to flourish academically, spiritually, and personally, so that they realise their God-given potential and surpass their goals. Through our Christian ethos we foster a love of learning, respect, confidence, and self-worth, equipping children with the skills and values to serve others and be active members of the local and global community. We prepare them for the future as lifelong learners who live out hope, kindness and generosity in all they do.

All Saints Junior Academy 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 vision and deeply understood Christian values are a lived reality at All Saints. They drive the school's strategic development and support the academic flourishing of pupils.
- Both the trust and school visions prioritise inclusion, community and aspiration, emphasising the belief that no one should be left behind. Embracing kindness and generosity of spirit, they work individually and collectively to improve life opportunities. This enables pupils to thrive within All Saints and other schools across the trust.
- The vision drives a curriculum that enables pupils to embrace challenge and enjoy their learning within a range of experiences. Staff champion equality of opportunity and wellbeing, enabling pupils to flourish in their learning.
- The school's vision and accompanying values are powerfully woven through collective worship. They make a significant contribution to pupils' understanding of how the values create a demonstrable difference to their lives on a daily basis.
- Leaders have implemented a thoughtfully planned religious education (RE) curriculum. As a result, pupils are confident and knowledgeable in their understanding of Christianity and a range of world faiths and worldviews.

#### Development Points

- Develop a shared language and understanding of spirituality across the curriculum, school environment and acts of worship. This is to enable the spiritual flourishing of pupils and adults.
- Develop assessment practice within RE to enable adults to evaluate the progress of pupils and plan their next steps in learning effectively.
- Ensure that governors systematically conduct monitoring and evaluation activities against the vision of the school. This is to effectively steer the continuing development of All Saints as a Church school.



## Inspection Findings

### Vision and Leadership

Deeply woven into the life of All Saints the vision and values are the foundation of warm and caring relationships. They shape the strategic direction of the school in an environment where individuals are loved and respected as unique children of God. Pupils are at the heart of decision making ensuring the best academic outcomes. The linked biblical narrative, the feeding of the 5000, reinforces and mirrors the vision. This ensures that pupils and adults see their individual and collective responsibility in forming a strong school community. They know that they bring something of value to All Saints, which spurs them on to be generous in their response to each other. This collaborative culture is reinforced by the close partnership with the trust. Their shared vision to help 'every child achieve their God given potential' secures wider opportunities for pupils and staff, enabling academic and emotional flourishing. At the same time staff at All Saints generously support other schools in the trust. They see interdependence and service of others as the embodiment of their biblical narrative. Governors have a secure understanding of the needs of the school. However, their monitoring does not include a clear evaluation of the vision, limiting its impact.

### Vision and Curriculum

The curriculum, focused on a wide range of reading texts and topics, inspires pupils to be involved and engaged in their learning. Lessons stimulate a profound disposition to be curious within a climate that encourages pupils to question and wonder. This includes experiences in the neighbourhood that motivate a depth of enquiry. For example, a local walk to find 'blue plaques' on houses promotes an exploration of the links with Victorian times in Hastings. Teaching encourages pupils' resilience. Pupils know that they can seek help from their peers and that adults will support them when needed. In this way they become confident and independent when tackling challenging activities and achieve strong academic outcomes. The trust nurtures collaborative working across its schools. This assists staff in seeking the best and broadest outcomes for pupils as well as securing their own professional development. Leaders fight for the pupils in their care to obtain the greatest opportunities, prioritising the most vulnerable. This has impacted on class sizes in one year group and wide-ranging bespoke learning for those who have special educational needs and/or disabilities. A range of extracurricular activities, including trust wide events, enable pupils to develop their own unique skills and talents. Opportunities for spiritual development through the curriculum are currently unformed.

### Worship and Spirituality

Collective worship at All Saints is carefully planned around the school's Christian values of hope, kindness, respect, generosity and resilience. An annual 'guest' value, that has included friendship, courage and justice, is chosen by stakeholders. This ensures that values are shared and unify the school community. A deep and transformative understanding of the values is delivered, for example, through Bible stories and information about inspirational characters. This enables pupils to reflect on and live out principles that give strength of character and resilience in daily life. Pupils and adults routinely integrate the values into their conversations. This motivates positive behaviour as well as tolerance and understanding of each other. Pupils and adults are active participants within worship, where regular times of reflection and stillness support their spiritual development. Pupil worship leaders take great pride in managing various prayer stations in the school hall. These give pupils further opportunities to reflect on the worship themes. They are passionate about the power of releasing anxieties and worries to God in prayer as well as the benefit of growing a thankful heart. Different styles of worship, at times led by the local church, mean that it is inclusive and meets the needs of pupils and adults. A profound sense of unity is created in singing. It inspires individuals by the messages conveyed in the lyrics and serves to remind them of the values through the day.

### Vision and School Culture

All Saints is a hospitable community that embodies an ethos of living together well. The Christian values are conveyed moment by moment in the class. Through dialogue and modelling by adults the values form a major factor in the quality of relationships and behaviour of pupils. This drives regular generous acts of kindness and inspires individuals to respect and serve others first. This is exemplified at playtime. A wide range of playground



activities, that develop imagination and creativity, encourage pupils of all ages to cooperate and learn from each other. Throughout the school there is a strong sense of belonging. Pupils feel able to trust and talk openly with adults about their problems. They are taught to manage their own emotions effectively enabling them to be confident and secure in themselves. In this way a safe and affirming place is created where individuals are treated with dignity. Equally staff experience a high level of wellbeing in an environment that cares for their personal welfare as much as their professional development. During times of grief and sadness the trust and school have given compassionate and kindly support to staff. This has helped them recognise the value and respect with which they are held.

#### Vision, Justice and Responsibility

At All Saints a culture of shared responsibility builds feelings of strong self-worth and inner confidence. Pupils are valued partners in decision making within the daily life of the school. They know that their voice is recognised and that adults will respond positively to their ideas and suggestions. As a result, they see themselves as agents of change in their school environment. They are empowered within a range of leadership roles, including school and eco councillors. This has resulted in some positive changes in the school for the benefit of the school community. For example, the introduction of 'seagull proof' bins on the playground. Playground buddies have been appointed to ensure that no one is left out or lonely at playtimes. Pupils have a good understanding of injustice through literature and themes in worship. This is exemplified in their desire to support a school in Sierra Leone where there were no books. Work with the trust also enables pupils to have a voice within the trust wide council, extending their influence beyond the school.

#### Religious Education

The RE curriculum is well-resourced and carefully designed to ensure sequential progression in learning. Leaders prioritise RE as a core part of the curriculum. Pupils are engaged within lessons, enjoying the many opportunities to express their views and opinions about narratives, texts and images. They listen respectfully to each other, eagerly build on ideas expressed or courteously disagree. This enables pupils to interact effectively within an ethos that values reflection, providing opportunities to develop empathy and understanding of others. In this way they become secure in their knowledge of religions and their own worldviews. The RE lead creates confidence in staff through coaching and feedback following regular monitoring activities. Her work is further enhanced through a network of RE leads in the trust. These school-to-school partnerships enable the RE lead to contribute to the development of others. At the same time, she draws on best practice, enriching the delivery of RE at All Saints.

Strong practice in the teaching of RE is present across the school. Increasing complexity and challenge within themes is evident as pupils move through the curriculum. Pupils talk with enthusiasm about their lessons, making pertinent links between religions and worldviews. They carry out very effective self-assessment activities at the beginning and end of topics demonstrating clear evidence of progress over time. Furthermore, these tasks help pupils consider interconnection and threads that are shared across different religions. The school has assessment systems in place. However, these currently do not fully support the evaluation of progress and next steps in the study of RE. Thus, opportunities to develop the high degree of pupil involvement in their learning are missed.

## Information

Address	Githa Road, Hastings, Sussex TN35 5JU		
Date	10 December 2025	URN	141655
Type of school	Academy	No. of pupils	221
Diocese	Chichester		
MAT	Diocese of Chichester Academy Trust (DCAT)		
MAT Chair	Nick Taunt		
Headteacher	Katharine Hurd		
Chair of Governors	Zoe Doye		
Inspector	Elizabeth Pettersen		