



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

| St Alban's Church of England Primary Academy, Wednesfield  |   |
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| Address  | St Alban's Close, Ashmore Park, Wednesfield, WV11 2PF |
| School vision  |   |
| <p>At St Alban's C of E Academy, we empower each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential. I have come that they may have life and have it to the full. John 10:10</p>  |   |
| School strengths   |   |
| <ul style="list-style-type: none"> <li>• Leaders clearly understand how St. Alban’s Christian vision is rooted in the unique context of the community. The vision drives decision making at every level, enabling flourishing for all.</li> <li>• Inspired by the vision to learn enthusiastically, leaders have created a vibrant and creative curriculum that offers exciting learning experiences. Staff ensure vulnerable pupils and those with special educational needs and disabilities (SEND) are well supported. As a result, all pupils thrive and aspire to be the best they can be.</li> <li>• A nurturing, inclusive culture ensures pupils and adults are lovingly supported to develop a strong sense of self-worth. This is at the heart of living out the vision where everyone is valued for their uniqueness and treated well.</li> <li>• This school is bound together by excellent relationships built on trust and friendship. Adults and pupils’ celebration of each other’s differences is a natural expression of the vision to live a full life. Thus, pupils understand the views and lives of others and demonstrate an instinctive responsibility to speak out against injustice.</li> <li>• Effective leadership of religious education (RE) has meticulously planned a well-balanced, engaging curriculum, which expertly builds on prior knowledge. As a result, pupils demonstrate a deep knowledge and understanding of worldviews and major world religions.</li> </ul> |   |
| Areas for development  |   |
| <ul style="list-style-type: none"> <li>• Use collective worship evaluations to enable pupils to direct worship. This is to enhance the worship life of the school, enriching the spiritual development of all.</li> <li>• Empower pupils to be positive agents of change by challenging injustice and taking action, both locally and globally.</li> </ul>   |   |
| Inspection findings  |   |
| <p>St. Alban’s is a living embodiment of its Christian vision of wanting all pupils to fulfil their God given potential. Leaders understand the lived experience of the community they serve, offering a loving welcome to all. The school is part of the Manor Multi Academy Trust (MAT). Its vision to bring inspiration and innovation to create amazing futures together aligns well with that of the school. Deeply valued for its unique Christian vision, the impact of the school’s Christian distinctiveness is a</p>   |   |

trust priority. This is demonstrated by including it on every meeting agenda. Leaders put the school's vision at the centre of action planning, sharing responsibility for evaluating the impact. MAT support and opportunities for networking, as well as training offered by the diocese are appreciated by staff. Consequently, opportunities for adults to flourish are enhanced through access to professional development. Leaders rightly identified the need to broaden the understanding of the school's Christian vision for parents and the community. To address this the parent and community advisory forum (PCAF) has been established as the school's local governance. Members understand their strategic role well. They make courageous funding decisions, leading to positive school improvement. As a result, the rich provision for learning and effective pastoral support at St. Alban's enables the flourishing of all.

Inspired to empower each child to learn enthusiastically, leaders have thoughtfully designed a vibrant, creative curriculum. The trust's vision of encouraging a courageous enthusiasm for excellence supports school leadership's commitment to ensure pupils fulfil their potential. All areas of the curriculum are designed with the intent that pupils will explore inquisitively and become critical thinkers. Spiritual opportunities to encounter awe and wonder are carefully mapped out across every subject to enrich pupils' spiritual development. As a result, pupils can articulately discuss how they enjoy thinking deeply. One pupil stated, 'Big questions go deep into your thoughts.' The vision to foster an enthusiastic learning culture drives the clear intention within curriculum planning to overcome any learning barriers. The 'personal life skills' curriculum is a tailored programme that meets the individual needs of the pupils. Through training such as the 'pure coaching programme' staff confidently deliver the curriculum and support pupils' personalised provision. 'The Hive' is a place that offers emotional support. Pupils confidently discuss how they use the room to work out their problems and regulate themselves. Further pastoral support from the family support worker offers emotional and practical help to families, building confidence and self-worth. Inspired by the vision financial barriers are removed and every child has access to the extensive breadth of extra-curricular activities. This ensures pupils broaden their perspectives enabling them to recognise their aspirations and showcase their talents. Therefore, all pupils, including the most vulnerable and those with additional needs, thrive and aspire to fulfil their potential.

Collective worship provides calm and reflective opportunities for personal spirituality. Adults say they value the sacred time to pause, think and reflect. In collaboration with the local vicar, leaders have created a meticulously planned and sequenced programme of themes. Underpinned by biblical texts, the school's distinctive Christian vision and associated values are threaded throughout. As a result, pupils link the school's vision and values to the Bible, enhancing their spiritual thinking. The strong partnerships with the church community and the vicar provide a variety of interesting ways in which to worship. Pupils enthusiastically contribute, with staff sensitively supporting pupils with special educational needs and disabilities (SEND) to take part. Families value the opportunities to worship both in school and at church. Thus, deepening engagement and contributing substantially to spiritual growth. School leaders and the trust conscientiously evaluate collective worship and its impact. However, using pupils' ideas and reflections to direct worship to enhance spiritual flourishing are in the early stages.

The vision of living life in all its fullness positively impacts on the culture of this truly inclusive school. A nurturing environment where everyone is celebrated for their individuality, is shared and fully embedded. It fosters excellent relationships based on trust and friendship, binding this loving school together. Adults and pupils' celebration of each other's differences, building empathy and respect, is an unforced expression of the vision. As a result, pupils, starting from the very earliest years, understand diversity and celebrate themselves. Pupils behave with kindness and consideration towards one other and to all that visit the school. They have a clear understanding of how to forgive and resolve their differences. Every class champions a different school value and

forgiveness advocates say they help others to forgive and move on. School leaders steadfastly support staff through difficult times, as well as encouraging their professional growth. For example, leaders help staff in pursuing their career paths through nationally accredited qualifications. Staff wellbeing is paramount, whereby workload is a priority for leaders and the trust. Parent surveys demonstrate their appreciation of being listened to and welcomed by the friendly, caring staff. Consequently, everyone within the school community is strongly supported and treated well.

The vision underpins a curriculum rich in opportunities for pupils to learn about discrimination and what that looks like. No stone is left unturned to encourage pupils to aspire to take responsibility for a leadership role. There are a breadth of leadership opportunities including anti-bullying ambassadors and 'eco-warriors.' Kindness towards others is evident in the charitable actions of the school, including collecting kindness kits to feed the hungry. Pupils are passionate about caring for the environment and collect plastic bottle tops to be recycled for prosthetic limbs. As a result, pupils confidently talk about injustice and environmental issues. However, opportunities for pupils to challenge injustice as agents for change both locally and globally are underdeveloped.

RE is a strength of the school and is highly prioritised. The bespoke, innovative RE curriculum is skilfully planned guided by the locally agreed syllabus and the 'Understanding Christianity' resource. Teachers use a variety of creative ways to engage and stimulate pupils' thinking and curiosity. Pupils say they enjoy debating during RE such as, discussing the links between Christian and scientific beliefs about Creation. They demonstrate a deep understanding of worldviews and a range of world religions, including Christianity as a diverse global faith. The high quality RE teaching has resulted in the school gaining the RE Quality Mark Gold award. Leadership shares best practice within the school and the trust, enabling sustained expertise across the subject.

The vision of learning, growing and exploring together with God unites this school to believe in everyone's God given potential. This steers for a wholly inclusive school that lovingly nurtures and grows the aspirations of all, enabling self-belief and flourishing.

The inspection findings indicate that St. Alban's Church of England Primary Academy School is living up to its foundation as a Church school.

| Information           |                           |                |        |
|-----------------------|---------------------------|----------------|--------|
| Inspection date       | 15 November 2023          | URN            | 145747 |
| VC/VA/Academy         | Academy                   | Pupils on roll | 192    |
| Diocese               | Lichfield                 |                |        |
| MAT/Federation        | Manor Multi Academy Trust |                |        |
| Associate Headteacher | Matthew Wynne             |                |        |
| Chair                 | Dave Coles                |                |        |
| Inspector             | Beverley Roberts          | No.            | 2122   |