

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Normanton All Saints Church of England Infant School

Vision

Respect...Empower...Grow

Respect - We respect and love one another

Empower - We encourage and strengthen one another

Grow - We grow and flourish together as individuals within a community

Normanton All Saints Church of England Infant 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 make bold decisions for the strategic direction of the school, that are rooted in the Christian vision. This underpins school life. As a consequence, pupils and staff flourish and are cherished in this supportive environment.
- Sensitively planned explicit opportunities for spiritual development add deeper meaning to the vision driven curriculum. This impacts positively on pupils' understanding and appreciation of the world around them.
- Collective worship reflects the Christian roots of the school and is central to this vibrant worshipping community. Invitational prayer, opportunities for reflection and joyful singing contribute to the spirited experience of worship.
- Positive and productive relationships in school nourish and affirm individuals enabling them to be the best that they can be. This is pivotal in transforming lives and encouraging respect, empowerment and growth.
- Religious Education (RE) is effectively led and well planned. It allows pupils to gain knowledge about a range of world religions and worldviews.

Development Points

- Expand pupils' knowledge and understanding of injustice and how they might respond to it. This is to enable pupils to have a far-reaching sense of personal responsibility, beyond the school and local context.



Inspection Findings

The school's deeply embedded vision, 'Respect, Empower, Grow,' is underpinned by Jesus' promise of 'life in all its fullness'. Within this supportive and ambitious environment growth of pupils, staff, governors and the wider community is nurtured, enabling them to flourish. Individuals are valued and cherished. Empowerment is actively fostered, equipping the school community with skills and confidence for success. The vision is lived out daily through a culture of inclusivity, high aspiration and service. The butterfly emblem serves as a powerful symbol of transformation, reflecting the school's commitment to continuous growth. Christian values, such as forgiveness, hope, thankfulness and perseverance, shape daily interactions, fostering a strong sense of belonging and respect. Service is a key driver, with the school acting as a central hub within the community. It serves as a collection point for the local food bank, ensuring families receive essential support. Staff are empowered through extensive professional development opportunities. In this way, they develop expertise in specialist areas that enhance leadership and teaching capacity. Leaders and governors collaborate to make bold strategic decisions that uphold the school's vision. This ensures it remains a lived reality where pupils and adults can flourish.

Leaders have carefully considered the barriers to learning their pupils face. The school's curriculum is intentionally designed around key drivers linked to academic progress alongside wellbeing and spiritual growth. Leaders have ensured that these drivers are embedded across all curriculum areas to support holistic development. For example, pupils develop respect and service by making cards for residents of a local care home. The impact of this approach is evident in the school's high academic standards and in the strong culture of inclusion. Pupils at risk of falling behind are quickly identified and supported so that they can thrive. For example, lessons are carefully scaffolded and sentence stems used to build confidence. The commitment to equity is further demonstrated through free extra-curricular activities and opportunities for parents to engage in learning. The curriculum and the school environment have been designed to promote spiritual development enabling pupils to reflect and question. This is evident in music, where pupils explore deep themes, express emotions and engage in meaningful reflection. The outdoor area includes spaces for peace and contemplation, as well as a space for growing food. This fosters a sense of connection with creation. Moments of awe and wonder abound in the curriculum and in the beautiful school environment. Through these experiences, pupils develop a strong sense of identity, purpose and belonging. This enables them to confidently express their thoughts, beliefs and questions about life's deeper meanings.

Worship is a distinctive and inspirational part of daily life at the school. It is invitational, creating a safe space for individuals to engage at their own level. A structured and inclusive liturgy provides a clear rhythm to worship, ensuring that individuals feel valued in their spiritual journey. The 'gather, engage, respond' model allows for meaningful participation for both adults and pupils, nurturing their developing spirituality. Moments of quiet reflection, music and storytelling make biblical teachings relevant to pupils' lives, fostering spiritual insight. Pupils take an active role as collective worship leaders and regularly lead class worship. As a result, their sense of ownership and ability to reflect on the theme is strengthened. The strong partnership with the local church further enriches worship, with regular contributions from the Reverend and other parish members. Engagement with the Diocese, including professional development and peer reviews, ensures ongoing reflection and development of worship practices. For example, Diocesan spirituality training inspired contemplation stations, providing pupils with interactive spiritual engagement.

Nurture and warmth are a striking feature of this caring school. The school's commitment to its vision is deeply embedded in its approach to mental health and pastoral care. Leaders have created a morning routine that fosters emotional wellbeing. It includes a 'meet and greet' and 'thoughts' journaling, setting a positive tone for the day. An open-door policy de-stigmatises mental health concerns and fosters a culture of care. Consequently, pupils and staff are equipped with strategies to manage challenges. This is complemented by external partnerships and parent workshops providing information on issues such as coping with anxiety. The behaviour policy, which is rooted in forgiveness and reconciliation, ensures that all pupils are supported in moments of difficulty. Adults act as role



models, using clear, respectful communication. They provide responsive support for both pupils and families. This enhances the way all 'grow together'.

Pupils have a strong sense of social responsibility and opportunities to make a meaningful impact within their community. They take on a variety of leadership roles, such as playground buddies, dining room helpers, and worship leaders. Because these roles demand responsibility, pupils actively practice and internalise the school's core values in tangible ways. Through an action driven curriculum, pupils learn about issues such as climate change. They are able to apply their learning to make ethical choices and be agents of change. An understanding of injustice has enabled pupils to initiate involvement in local charitable initiatives, such as the foodbank trolley. Additionally, the school's close partnership with the church fosters a sense of service. Pupils contribute to events such as Messy Church, Christingle services, and care home visits, strengthening intergenerational relationships. However, their work does not extend to the wider community at present, which limits the impact of their projects.

RE is given high priority within the school. It is valued equally alongside other core subjects. In the early years, RE is embedded in both direct teaching and provision areas. This lays a firm foundation for religious literacy and spiritual exploration from the outset. Early exposure fosters curiosity, setting a positive tone for future learning in RE. The curriculum is carefully sequenced to ensure progression, supporting pupils in developing a deep understanding of Christianity and other worldviews. Through structured discussions and sentence stems, pupils learn how to articulate their thoughts, consider different viewpoints, and 'disagree well.' This fosters a culture of respect ensuring that pupils leave the school as confident, articulate learners with strong values. The RE team benefits from robust leadership. Best practices and up-to-date resources are consistently integrated into teaching and learning through regular staff training. As a result, effective strategies are shared to enhance the delivery of the RE curriculum.

The quality of RE teaching in the school is well-structured. Pupils recognise the importance of learning about the beliefs of others so that respect can grow from understanding. The curriculum uses high-quality teaching strategies, such as recall and review, scaffolding, vocabulary development and questioning techniques. This ensures that pupils, including those with special education needs can access and succeed in RE. Subject leaders provide strong oversight. They engage in regular monitoring through lesson observations, book scrutiny, and pupil voice which informs ongoing improvements. RE books demonstrate a clear learning journey. As a result, pupils develop their understanding over time and apply their knowledge in meaningful ways. Assessment of RE is rigorous. It directly informs future learning by identifying areas of strength and those requiring further focus. Analysis of assessment data demonstrates that the majority of pupils make good progress in their RE learning from their starting points. An increasing number of pupils achieve outcomes that are above expected levels as they move through the school.

Information

Address	High Street, Normanton, Wakefield, WF6 1NR		
Date	19 March 2025	URN	108259
Type of school	Voluntary Aided	No. of pupils	360
Diocese	Leeds		
Headteacher	Amy Stone		
Chair of Governors	David Collett		
Inspector	Paulette Osborne		