

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Alban's Church of England Primary School

Vision

Educating for life in all its fullness (John 10:10).

We seek wisdom. We seek courage. We seek justice. We are aspirational.

St Alban's Church of England 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 vision is deeply embedded and consistently influences leadership decisions, curriculum design and daily practice. It creates a culture where pupils and adults flourish spiritually, socially and academically.
- Relationships are exceptionally strong and grounded in compassion and dignity. This ensures that pupils feel known, valued and able to succeed in a safe and nurturing environment.
- The curriculum flows from the vision and is threaded with opportunities for awe, wonder and spiritual reflection. These experiences inspire curiosity and deepen pupils' understanding of themselves and others.
- Collective worship reflects the vision and engages pupils in meaningful and joyful reflection. It offers opportunities for prayer, silence and stillness that strengthen belonging and spiritual growth.
- The impact of the vision fosters curiosity, aspiration and justice. Pupils develop as compassionate and courageous young people who make a positive difference to their community.

Development Points

- Refine leaders' monitoring and evaluation of RE and collective worship. This is so that next steps are sharply focused, sustained over time, and embedded into wider school improvement planning.



Inspection Findings

Vision and Leadership

The Christian vision is the heartbeat of the school and shapes its culture, relationships and daily life. Leaders articulate a clear Christian understanding rooted in the story of St Alban, which informs the associated virtues and guides decision-making. These virtues were developed collaboratively with the diocese and trust, creating an effective model for living out the vision. The environment is shaped by God's love, kindness and hope. School priorities, including curriculum design, inclusion and staff wellbeing, are consistently aligned with this vision. Leaders emphasise that childhood is precious and decisions reflect this belief, ensuring that pupils experience joy and belonging. Strategic decisions include bespoke extracurricular offers for vulnerable pupils, such as boxing clubs to develop self-control, aspiration and dignity. Governance through The Diocese of Sheffield Academies Trust ensures accountability and integrity, while the local school board acts as a valued and helpful critical friend. Partnerships with the diocese and trust provide bespoke training that strengthens RE, worship and spirituality. As a result, leaders make appropriate, considered decisions that strengthen the school and sustain effective leadership.

Vision and Curriculum

The curriculum emerges from the vision and promotes aspiration for all learners, including those who are vulnerable. Planned learning includes reflection, awe, and opportunities to connect personal meaning with knowledge across subjects. Spiritual development is intentionally woven through the curriculum, enabling pupils to pause, notice and reflect. Art and music are promoted as integral to spiritual life, offering pupils opportunities to express creativity and experience joy. A range of diverse texts has been curated to support the curriculum. These encourage ethical debates that encourage pupils to think deeply about fairness and responsibility. For example, Year 5 pupils debate whether wealth should determine access to healthcare, linking arguments to Christian values and global perspectives. Enrichment through visits, visitors and leadership experiences strengthens character, service and responsibility in practical ways. Pupils are proud about designing gifts for younger children as an act of service, and of the positive effective this has on relationships in school. House leaders act as ambassadors and role models, while sports leaders and councillors contribute to a culture of service and teamwork. Pupils speak confidently about big questions, linking ideas to lived experience and diverse worldviews. This approach secures progress and nurtures flourishing through wisdom, courage, justice and aspiration.

Worship and Spirituality

Collective worship creates a welcoming space for everyone. It celebrates difference, and draws on Anglican practice through prayer, reflection and song. Worship draws on a range of diverse role models and stories, helping pupils to explore faith and fairness in different contexts. Precise vocabulary, such as pilgrimage and blessed, is used intentionally, deepening pupils' understanding of faith, big ideas and philosophical concepts. Pupils are highly engaged and take active roles in planning and leading worship. Themes address diversity, fairness and responsibility, and pupils reflect on issues such as bereavement and global poverty with maturity. Reflection areas throughout the school offer space for encounter with God and for personal contemplation. Monitoring is not sufficiently structured and, therefore, evaluation does not inform sustained development and pupil-led growth. Staff and pupils describe worship as a treasured time that begins the day well and strengthens belonging. This brings clarity and spiritual depth, shaping attitudes and choices across the school community.

Vision and School Culture

The vision encourages a joyful, inclusive and aspirational culture, grounded in compassion and respect for individuals. Staff wellbeing is prioritised, and relationships are mutually supportive, forming a strong sense of family and belonging. Parents and carers play an active part in school life, attending worship and contributing to enrichment activities. They affirm nurture and dignity, describing the school as welcoming, values-led and



exceptionally caring. Support for those who have special needs and/or disabilities (SEND) is a golden thread, with adaptive teaching and carefully planned provision, securing inclusion and progress. Leaders emphasise that dignity and belonging matter deeply for vulnerable pupils, and this is evident in practice. Communication with families is open and respectful, drawing on trust networks and external agencies appropriately. Pupils and adults recognise consistent expectations that promote kindness, responsibility and personal growth. The history of the school is valued and celebrated openly, reinforcing identity and pride. Together, these practices create a community, where individuals are known, valued and able to flourish.

Vision, Justice and Responsibility

Pupils hold leadership roles that develop service, responsibility and advocacy for others. Actions include fundraising for hospices, environmental projects and peer support initiatives across year groups. House leaders plan events, lead worship and model justice by standing alongside vulnerable pupils. They understand their responsibility to others and actively fundraise for local and national organisations. Trips to Parliament help them to explore justice and democracy in real-world contexts, deepening their understanding of their school vision and virtues. Pupils describe protected characteristics clearly and celebrate difference within Christianity and worldviews respectfully. Ethical debates are encouraged in lessons, helping pupils to explore fairness and democracy thoughtfully. Worship in church is enthusiastically shared by the community, reinforcing generous hospitality for families. Planned activities explore fairness, democracy and stewardship, forming compassionate and aspirational young citizens. As a result, pupils connect the school's vision and virtues with practical choices that benefit the school and wider community.

Religious Education

RE has a high priority at St Alban's and is treated as a core subject. The curriculum is carefully planned and sequenced from early years through to Year 6, strengthened by partnership with the trust and diocese. Lessons help pupils to build secure understanding and deepen their thinking through precise vocabulary and structured revisit of key concepts. Pupils enjoy engaging with big questions about belief and living well in a diverse world, explaining ideas clearly and listening respectfully. Younger pupils learn through storytelling, drama and creative tasks that develop curiosity and recall. Older pupils tackle ethical issues and challenging questions with growing confidence and accuracy. Visits and visitors, including church, mosque and wider experiences, provide lived encounters that broaden understanding and invite reflection.

Assessment is used by the subject leader to identify gaps and strengths in teaching and learning, informing next steps. Monitoring includes pupil voice and reviews of classroom practice to maintain purposeful learning. The use of talk boxes and partner discussions enables pupils to articulate ideas confidently. The monitoring of recorded work in books is not consistently ensuring that pupils respond thoughtfully or express their ideas with clarity and appropriate challenge. Professional learning from diocesan and trust networks develops staff expertise and supports effective practice. Consequently, pupils articulate key beliefs with maturity, justify views thoughtfully and describe learning meaningfully in different contexts. They become reflective learners who respect diversity and understand how Christian faith is lived across a range of cultures.

Information

Address	Morthen Road, Wickersley, Rotherham, South Yorkshire, S66 1EU		
Date	2 December 2025	URN	141455
Type of school	Academy	No. of pupils	240
Diocese	Sheffield		
MAT	The Diocese of Sheffield Academies Trust		
MAT Chair	Huw Thomas		
Headteacher	Amy Gurner		
Chair of Governors	Martin Jacques		
Inspector	Lee Talbot		