

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Academy, Plymouth

Vision

Our foundation is in the words of Jesus, “I have come that they may have life, and have it to the full” (John 10:10). We take this to be a call to ensure all of our community flourish. It directly informs our school vision, “To deliver transformational education and provide experiences that enable the entire community to flourish”. We act in accordance with our shared values of love, legacy and bravery.

All Saints 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 academy’s Christian vision inspires pupils and adults and provides them with profound support and challenge. As a result, they flourish.
- Leaders passionately advocate for pupils considered to be vulnerable and/or disadvantaged and for those with special educational needs and disability (SEND). As a result, these pupils thrive in a range of ways.
- Collective worship provides the stillness, peace and reflection that characterise the academy’s approach to spiritual growth.
- The commitment of staff and the academy’s partners to providing life enhancing educational experiences is unwavering. Pupils respond by rising to the challenges involved in such opportunities and by service to the academy and beyond.
- Skilled teaching and accurate assessment in religious education (RE) ensure that pupils learn and achieve well. They are well equipped to develop their understanding further.

Development Points

- Develop opportunities for learning about spirituality across the curriculum. This is to enable the school to establish a culture in which the spiritual development of pupils is fully embedded.
- Extend the opportunities for pupils to become more involved in the faith life of the academy. This is so they have chances to explore further ways in which the Christian vision can be lived out.
- Implement more ways to include Anglican elements in the collective worship of the academy. This is to widen pupils’ experience of the variety of Christian worship.



Inspection Findings

Vision and Leadership

All Saints Academy is a calm, mutually respectful and joyful community. This is a direct result of an inclusive and ambitious Christian vision. Leaders consider the associated values of love, legacy and bravery from a deeply Christian perspective. They challenge staff and pupils to explore and practise these values. In return, staff model the attitudes and behaviours required to achieve fullness of life. Consequently, pupils thrive, with a profound sense of belonging. Academy plans and actions are monitored and evaluated rigorously by leaders, including governors, in keeping with the vision and values. This is aiding the improvement journey of the academy. The diocese and trust give invaluable and practical support. The academy is growing stronger in its enriching personal development programme and its implementation of the vision. Pupils and adults are developing in confidence and preparing well for a full life now and in the future.

Vision and Curriculum

The vision, with its aim to allow pupils to experience life in all its fullness, has aided leaders in their development of the curriculum. Leaders place an emphasis on a comprehensive extra-curricular programme. Dedicated staff and academy partners supply regular clubs and transformational visits. Participation rates, including those of pupils considered vulnerable, are extremely high. Consequently, pupils thrive. Pupils who have special educational needs and/or disabilities (SEND), and those deemed vulnerable, access expert, tailored support that enables growth. The personal development programme is at the heart of the vision. Life skills, including careers, are prioritised. Off timetable days that are related to living out the values signify their importance. A significant number of pupils, for example, now have basic first aid qualifications. As a result of this emphasis on the personal development of pupils, the vision is being lived out. Leaders have carefully considered the most fitting ways to develop spirituality at the academy. They have started to explore these with pupils. However, explicit lesson planning for spiritual development is less developed across the curriculum, apart from in RE.

Worship and Spirituality

Inclusive and invitational collective worship is a hallmark of the academy. Leaders emphasise stillness and reflection after careful deliberation of the needs of pupils in line with the vision. Daily, structured collective worship ends with a final quotation for reflection. Provocative questions then lead pupils and adults into thinking about the content of worship in the context of the three academy values. Pupils and adults rightly speak movingly about the worth of both the space and the content. That the challenge associated with the quotation often leads to action during the day, is a sign of spiritual growth. The parish church provides services for Christian festivals at which pupils are active participants. There are, however, insufficient opportunities for pupils to learn more about Anglican worship and liturgy. Volunteers from local churches give time and space for pupils to discuss themes arising from collective worship in a club. Pupils find these sessions stimulating.

Vision and School

The academy buzzes with positive interactions. Staff and pupils show great respect for each other and the regular check-ins throughout the day are indicators of the importance placed on wellbeing. Expressing thanks and gratitude help staff and pupils to encourage each other. This emphasises the importance of maintaining good mental health in the academy and demonstrates how the values are lived out. Leaders, including the trust, regularly seek and act on the views of their community. The positive nature of the responses is a sign of how pupils and staff sense that they are flourishing together. A carefully crafted rewards system promotes effort, with much emphasis on personal qualities alongside academic prowess. Pupils are motivated by this. The approach to sanctions, to 'connect before correct', has a positive impact on the culture of the academy. On the occasions where sanction is needed, restorative approaches are used. A sense of hope, peace and purpose in the building is one impact of this.

Vision, Justice and Responsibility

Pupils take responsibility willingly. They make pledges to act and these are a central feature of learning about responsibility and justice. Some are allocated by staff and some are chosen by pupils. Both types are extremely motivating and through them pupils challenge themselves to new, meaningful experiences. The



pledges assist them to turn concern into practical action. A notable example is that of championing better health provision locally. Pupils also examine how to discover others' needs and, as a result, they serve through awareness and action. A major project on body image ended with action points drawn up by Year 10 pupils to ensure a continuing impact for younger learners. There are many opportunities for pupils to take leadership roles. In these they demonstrate the academy values by, for example, serving as prefects on the school council. Partnership working, eagerly sought by academy leaders, is wide ranging. The adjacent hub with which the academy works is supported by the trust and is aided by a recently appointed 'flourish worker'. It successfully runs projects that connect pupils, families and the local community. The 'flourish worker' gives time and expertise to share in pastoral care and employs practical ideas to put across Christian teachings. The work is impressive and its impact on pupils' personal and spiritual development is growing. However, pupil leaders have limited opportunities to engage fully with this work.

Religious Education

Leaders have taken time and trouble over planning an RE curriculum that covers a suitable range of religious and non-religious worldviews. It supports their vision that RE must have high status as it leads to flourishing. It provides pupils with plenty of opportunity to reflect on the beliefs and practices studied. Its content allows pupils to develop their own views and to understand and respect those who hold differing beliefs. Big questions connected to Key Stage 3 units are particularly effective in achieving this. The GCSE RE cohorts are increasing which indicates the popularity of the subject. Specialist RE staff receive apt professional development from the diocese. Resources are up-to-date and are appropriate for the full range of learners.

Confident, dedicated and ambitious RE staff are aware of the needs of learners and adapt their teaching accordingly. They use high-quality questioning and structured tasks to ensure that pupils understand the complexities of religious teachings and practices. Pupils appreciate the approach and they learn well as a result. The GCSE, which focuses on Christianity and Buddhism, gives rise to a stimulating depth of study. Learners also enjoy open debates. For example, they evaluate how religion is portrayed by the media. This leads to pupils thinking and reflecting upon about how in the future they speak about others' beliefs. Teachers model how to learn well. They continually check appropriate understanding, and pupils respond by noting improvements. Academy leaders, including governors, monitor and evaluate standards and progress effectively.

Information

Address	Honicknowle Lane, Plymouth PL5 3NE		
Date	05 & 06 October 2026	URN	136142
Type of school	Academy	No. of pupils	699
Diocese	Exeter		
MAT	Ted Wragg Trust		
MAT Chair	Andy Mulcock		
Headteacher	Scott Simpson-Horne		
Chair of Governors	Richard Stevens		
Inspector	Simon Stevens		