Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Cannings Church of England Primary School

Vision

'I have come that they might have life, and live it to the full' John 10:10

We believe that every child should have life and have it to the full. By striving to provide all our children with a rich, high quality education underpinned by our Christian rooted values, they discover and demonstrate that having life to the full is achieved by making a difference to both themselves and others. Through the learning that takes place at All Cannings for each child we ensure that our Christian values of Generosity, Joy, Koinonia, Compassion, Peace and Wisdom lie at the heart of our school. By modelling and sharing these, we all gain a deeper understanding of what they mean; alongside the teachings of the Bible, they help us to live our lives in a way that underpins our actions, behaviours, beliefs and choices.

All Cannings 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

- Pupils and adults are motivated and excited by their Christian vision. This leads them to live it out in practical ways day by day. High levels of support from the EQUA Mead Learning Trust and Salisbury Diocese refine this vision to deepen its impact.
- The school's shared approach to spiritual development contributes to very positive and life-affirming relationships as well as enriching the whole curriculum. This helps pupils to appreciate how spirituality influences their own lives and shows them how to serve those around them.
- There is a focus on inclusion, showing how deeply leaders, staff and pupils demonstrate their value of koinonia (fellowship or community). It is seen in strong professional and personal support for adults and in the acceptance of diversity and difference across the school.
- Collective worship is a very calm and thoughtful time of each day. It helps pupils to understand how to live well together in school, and also to consider the 'big' questions of the wider world.
- The religious education (RE) curriculum has a significant impact on pupils' confidence to talk about a range of religious worldviews. They understand how this prepares them for their lives in the future.

Development Points

- Develop the RE curriculum to include a breadth of non-religious worldviews. This is so that adults and pupils gain language and ideas that enhance their discussions about how people live out their convictions.
- Deepen pupils' understanding of justice and injustice. This is so that they are empowered to challenge those situations that they might change in the world around them.

Inspection Findings

Vision and Leadership

The success of All Cannings Christian vision of 'life to the full' is best summarised by its pupils. They say, 'I do things here that I would never do otherwise, things that give me joy and confidence'. This school has a vision which is anchored fast and continues to make the difference that Jesus promises in John's gospel. As part of the EQUA Mead Learning Trust, this school vision aligns well with the trust's aspiration of 'every child, every chance'. The trustees hold school leaders to account, ensuring that they continue to make a difference for those in the school community. Governors successfully evaluate the practical application of the vision and values, making sure that pupils are included and flourish. The 'permeable walls' of the school mean that there is generous sharing of good practice within the trust and beyond. This is a mutually beneficial approach, ensuring that pupils and adults experience fullness of life.

Vision and Curriculum

Leaders' strategic planning of the curriculum is 'never just about skills and knowledge but about purpose'. Primarily, that purpose is about making a difference for pupils but also that they positively impact the lives of others. This forms the basis of the school's shared approach to spiritual development which helps pupils and adults to make connections. After each topic, there is consideration of how learning has affected a pupil's relationship with self, others, the world and beyond. There is also breathing space within learning for planned and spontaneous spiritual reflection. In pupil discussions, there is an understanding that they can think differently but can all give a part of the whole opinion. This reflects confidence in their own thinking which comes from their curriculum which makes links, builds empathy and prioritises making a difference. Adults are well supported in embedding spirituality through training from both the trust and the diocese. As this develops, pupils are building increasingly strong relationships with others and their world.

Vision, Justice and Responsibility

A strong culture of responsibility is promoted throughout the school day. Key Stage 1 pupils know how to apply their values and make wise choices. They understand that this will help their friendships and their learning. As pupils move through the school, their application of the Christian vision and values matures. Their positions of responsibility in Years 4, 5 and 6 deepen their sense of service to others, especially the care of younger friends. By choosing who they can help and how, pupils' passion for looking outwards to make others' lives fuller is ignited. In social action week, each class undertakes a project which means something to them. It must also benefit wider society, demonstrating generosity and compassion in action. One example this year was inviting grandparents and parents into school to give them tea and learn about their lives. This brought tremendous joy and an enhanced understanding of each other. In considering justice in the wider world, some pupils articulate how there is a deep lack of equality in the world. However, they do not fully appreciate how this might call them to action for change.

Worship and Spirituality

The collective worship in All Cannings is firmly rooted in their shared approach to spirituality. There is a focus on their vision and values explored through Bible stories and Christian songs. In this way, they spend time thinking about themselves and others in community (koinonia). Pupils explain that 'we are given a stronger and deeper understanding of our six values and how they link together'. In addition, a weekly window on to the wider world has been added to the programme. Spiritual thinking about the world is being broadened, both in whole school worship and in class worship. This supports age-appropriate questioning and looking beyond school effectively. Daily reflection is characterised by being completely quiet but also with open suggestions about what questions to ask yourself. There is an active and enthusiastic pupil worship leaders' group who contribute to the spiritual life of the school. They write prayers, which they invite the school community to join with, and also pray spontaneously. Church members are closely involved in enriching collective worship, regularly finding new ways

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for collaboration. Rogationtide and Candlemas are new additions to the joint church and school calendar. Adults and pupils value worship because 'I stop, think and reflect on what I should be caring about'.

Religious Education

The RE curriculum, underpinned by strong leadership, is carefully designed so that pupils are able to make connections for themselves. This means that their thinking is challenged, as they ask and explore their own questions about faith and belief. Pupils across the key stages understand a wide range of religious stories and also explain how believers practise their faith. Their use of Bibles, gifted to them by their church in Year 3, means that they can annotate the text with their ideas about Christianity. The relevant curriculum means that they clearly express how they will use their RE learning in the future. This is by understanding that 'we are all human and all different and that is a good thing'. There is a limited consideration of non-religious worldviews within the curriculum. This means that pupils' discussions are less rich when they think about those who live out their convictions without a religious faith. High quality training and support from the trust and diocese drive the ongoing improvement of RE. Governors add to this by evaluating the quality of provision effectively.

Vision and School Culture

Modelling and sharing their values, in order that life is lived to the full, results in a very strong and cohesive staff team. They speak of feeling balanced and fulfilled when they see happy pupils, who are well-equipped for the future. Inclusion lies at the heart of high expectations. This is lived out effectively through a clear understanding that no-one is more important than anyone else. It is seen in the experiences of parents who feel that they fully belong, because they and their children are known and nurtured. Emotional and social support helps pupils to fit in, for example through clubs to foster better friendships. Transitions for pupils joining and leaving the school are particularly strong, supporting confidence in changes and potential challenges. Resources are used equitably to provide for individual needs. Positive staff wellbeing is promoted by listening to them and responding, which governors do well, alongside school leaders. Above all, this is a compassionate community, taking action where necessary and being sensitive to each other's personal and professional needs.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Chandlers Lane, All Cannings, Devizes, Wiltshire SN10 3PG		
Date	30 June 2026	URN	146925
Type of school	Academy	No. of pupils	161
Diocese	Salisbury		
MAT	EQUA Mead Learning Trust		
MAT Chair	Christopher Branford-White		
Headteacher	Richard Borman		
Chair of Governors	Pamela Moscrop		
Inspector	Virginia Corbyn		