

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clifton All Saints Church of England Academy

Vision

Learning to live, living to learn

At Clifton All Saints Academy, we are a loving caring school community where all are happy, valued and respected. We encourage our pupils to be brave and courageous in their academic and life choices. We aim to build the foundations for a love of one another, a love of learning and a love of life.

'Be courageous, be strong. Let all that you do be done in love' - 1 Corinthians 16:13-14

Clifton All Saints Church of England 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

- Leaders live out the clear and embedded Christian vision across school life. With love at the heart, they encourage pupils and adults to be courageous, strong and flourish.
- Partnerships with the church, external agencies and the diocese are extremely productive. Fostered by school leaders, they embed and enhance a culture of high aspirations for pupils and adults.
- Religious education (RE) gives pupils a clear understanding of religions and worldviews, including Christianity. They feel confident to explore, question and make links with their own lives.
- Wellbeing is a high priority for the school. The caring culture ensures pupils and adults are respected and treated well. This includes those who are vulnerable or with special educational needs and/or disabilities (SEND).
- Collective worship creates a strong sense of love and inclusion across the school. Pupils and adults welcome coming together for celebration, reflection and prayer. This has a positive impact upon the spiritual growth of pupils and adults.

Development Points

- Enable pupils to address areas of injustice, through developing their awareness and how they could respond. This is to give pupils a greater understanding of their responsibility to have a positive impact both locally and nationally.
- Embed the school's approach to spiritual development so that it is incorporated across the whole curriculum. This will enable pupils to have a wider range of opportunities to explore and develop their spiritual understanding.



Inspection Findings

Vision and Leadership

Everything in this warm and welcoming school starts from its Christian vision of 'Learning to live, living to learn'. The school's core values of love, respect, koinonia, and courage underpin this to provide a moral and spiritual framework. Pupils are inspired to be courageous and determined in their learning while acting with love. Leaders, including trustees, actively use the vision daily to guide their decision-making, relationships, and learning. The challenges of adopting the preschool is a great example of this. The development made to the building and revitalising the outdoor learning spaces are welcomed by families. Leaders and staff recognise their role in building relationships and supporting both existing and new parents. As part of this, they make themselves readily available. This has a positive impact, not just on pupils, but also on their families and the wider community. The connection with the church also supports these strong relationships.

Vision and Curriculum

The school's vision is the foundation for its curriculum. Leaders have designed the curriculum to reflect the school's Christian values. Learning challenges pupils to achieve highly whilst nurturing their personal development. Staff bring creativity to teaching and learning, enabling pupils to build confidence and achieve success. An example of this is the use of the school woodland within the curriculum where pupils can explore and appreciate God's creation. Support and appropriate help is provided for vulnerable pupils and those with SEND. Growing from the school's vision, the guiding principle for this is 'equity, not equality'. With targeted interventions and personalised help, learning is made accessible. Trustees and leaders regularly invest in additional partners aligned to the school's vision. They include a trained emotional literacy support assistant and play therapist. This ensures that pupils are able to enjoy success. Progress meetings and leaders' evaluation of learning demonstrate a culture of high expectations. The school has a shared understanding and language for spiritual development. However, opportunities to use and explore this are not an integral part of the curriculum. This limits the impact on the way adults and pupils flourish spiritually.

Vision, Justice and Responsibility

Leaders create a culture in school of justice and responsibility through their focus on the Christian vision. Pupils' attitudes and behaviour across the school is consistently high. They understand that kindness, respect and restorative practice are based on Christian teachings. Pupils are extremely proud of how they show love for one another and frequently reference the school's vision. From pre-school, staff explore the core values and use resources to support pupils' understanding of their own wellbeing. Older pupils use this to reflect on their choices. They recognise the impact of their behaviour on others and demonstrate justice and compassion in daily life. Pupil leadership is an integral part of the school culture. Every pupil belongs to the school council. Eco warriors lead environmental projects such as litter picks and growing vegetables, achieving the Green Flag award. The 'Leading Lights' group regularly plan and deliver class or whole school worship. These initiatives show pupils how to connect their Christian values with practical responsibility for creation. Beyond school, pupils demonstrate responsible citizenship within the village. Links with the parish church and clergy further enhance this. Pupils regularly engage with local events such as Harvest and Remembrance services. Supporting charities through the school council builds awareness of local and global issues. Pupils know that Christian love and justice require action. However, they have limited opportunities to explore ways that they can have a positive impact on others.



Worship and Spirituality

Leaders' warm and inclusive approach to collective worship enables pupils and adults to spiritually grow. They foster pupils' leadership, responsibility and confidence to share prayers, reflections and questions. Weekly contributions from clergy, school leaders, staff and pupils provide a variety of worship experiences. Keeping the school's vision and values at the heart of this, leaders explore Christian teachings. This enables pupils to connect deeply with the themes and to reflect on how their own beliefs fit within the school vision. The inclusive nature of worship ensures that pupils and adults feel welcomed and valued. Pupils are encouraged to engage with prayer, song, reflection and stillness, which support both spiritual and mental wellbeing. They leave worship considering big questions such as 'How does Jesus help us be a good friend?' Pupils are motivated to reflect further through class reflection books and quiet spaces such as the spiritual garden. Evaluation from leaders, including trustees, shows that worship is valued and uplifting for both pupils and staff. Feedback from regular monitoring helps keep worship vibrant and engaging for pupils and adults.

Vision and School Culture

Pupils and adults are treated well because the Christian vision is lived out in every aspect of school life. This culture is sustained by strong relationships. Staff know pupils well, creating an atmosphere where they belong and are valued for who they are. This ensures pupils embrace differences and new arrivals are able to settle quickly. Adults feel cared for and supported because their wellbeing is important to school leaders. They model compassion by ensuring family and health come first. Available is a range of wellbeing support from meditation to breakfasts. Staff and pupils alike benefit from counselling services. This reinforces that care is reciprocal and stems from deeply held Christian values. The culture of treating others well reaches into the wider community. Leaders welcome and talk to families daily at the school gate. They provide compassion and practical advice. Support is also offered through school run initiatives including extra-curricular clubs and food parcels. Effective partnerships with local services also enable families to obtain the help they need.

Religious Education

RE is greatly valued within the whole school community. Leaders have developed a well-organised curriculum, giving careful thought to the additional resources used to support progress in learning. This enables pupils to develop respect, knowledge and a deep understanding of worldviews and religions, including Christianity. The curriculum reflects the school's vision of 'learning to live, living to learn'. Leaders achieve this by integrating Christian values such as love and respect into the scheme. Following this, pupils are encouraged to use this learning in their daily lives. Leaders and staff regularly attend professional development and conferences, including those led by the diocese. Teachers also value the support and advice they can obtain from leaders in school.

Pupils benefit from the confident and creative teaching of RE. They are encouraged to explore big questions and express thoughts and opinions in a safe and supportive environment. As a result, older pupils approach their learning with good understanding and a clear sense of their own beliefs. Leaders, including trustees, make themselves aware of the quality of RE through regular and effective monitoring. The school's commitment to inclusion enables pupils to make good progress. This leads to pupils being respectful individuals who understand their own faith while appreciating the beliefs of others.

Information

Address	Church Street, Clifton, Bedfordshire, SG17 5ES		
Date	24 September 2025	URN	140228
Type of school	Academy	No. of pupils	229
Diocese	St Albans		
SAT	Clifton All Saints Church of England Academy		
SAT Chair	Milton Guffogg		
Headteacher	Rebecca Byrne		
Inspector	Rob Dean		