



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

King William Street Church of England Primary School

Address

King William Street, Swindon, Wiltshire, SN1 3LB

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade

Good

The impact of collective worship

Good

School's vision

Our mission statement is 'Listening to the past, guiding towards the future' and is based around the Bible verse 'I have good plans for you. I will give you hope and a good future.' Jeremiah 29:11. Our logo represents our schools' past as well as our Christian distinctiveness.

Key findings

- The Christian vision 'Listening to the past, guiding towards the future', has driven positive curriculum changes leading to a culture in school where pupils are resilient and learn from their mistakes. However, the vision is not yet driving all areas of school life as strongly.
- The headteacher is passionate that every child at the school is supported in their learning and development. She and her staff 'go above and beyond' to support the wellbeing of pupils and adults. As a result, pupils in this school flourish and feel very well cared for, as do the adults.
- Collective worship is engaging and welcoming, involving the whole school community. It is planned carefully to link to the vision and associated values. Currently there are not enough opportunities for pupils to plan, lead and evaluate worship.
- Pupils behave well and demonstrate dignity and respect towards each other. They care for one another and take on different responsibilities to support each other's wellbeing. Pupils' understanding of themselves as agents of change beyond the school itself is underdeveloped.
- The school has started to consider more closely how to extend the spiritual development for pupils. Teachers are beginning to plan for 'spiritual moments' within curriculum themes. This work is at an early stage and its impact is not yet fully evident.

Areas for development

- Embed the impact of the school's Christian vision so that it drives all strategic decisions beyond the curriculum in order to make the vision more explicit throughout the school community.
- Develop systems for planning, leading and evaluating collective worship to enhance pupils' spiritual development.
- Broaden opportunities for pupils to engage in social action and to actively challenge injustice so that they are inspired to make a difference in the world in which they live.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

King William Street Church of England Primary School is a welcoming, supportive community. The school's Christian vision, 'Listening to the past, guiding towards the future', represents the school's unique status as the oldest primary school in Swindon. The vision, developed collaboratively by members of the school community, with support from the Diocese of Bristol, is understood by all stakeholders. Governors actively work in partnership with the senior leadership team offering challenge and support.

The development of the curriculum at King William Street Primary School has been driven by the school's Christian vision. Pupils speak confidently about how they are encouraged to learn from their mistakes in order to be guided towards making improvement in the future. There has been a great deal of work done to develop a positive mindset in school and as a result of this, pupils work independently and demonstrate resilience. One pupil in Year 6 expressed that when he moves onto secondary school he will be able to reflect on his time at King William Street and use his experiences to guide him at his new school. Although the vision is driving positive change in the school's curriculum, it is not yet evident that it is driving all aspects of school life and needs to be more explicit. An eye-catching visual resource to depict the school's vision can be found in the main entrance, but within the school hall and classrooms the focus is mainly on the school's associated Christian values.

The school is at the heart of the community and is seen as 'a village school within a town'. Parents speak very positively about the open relationships between parents and staff. They comment that the headteacher knows every child and family incredibly well and that the school goes the extra mile to support families that need it. One parent stated that 'no problem is too much of a challenge' when describing how the school supports pupils with additional needs. The school creates an inclusive atmosphere where pupils are well supported and nurtured. Pupils' wellbeing is a high priority and as a result the school has been awarded a mental health award. There is a strong focus on supporting pupils' emotions and helping them understand their feelings. As a consequence of this, pupils are confident to be open about their feelings and staff are able to support them as required. The use of 'feelings boards' is an effective way for pupils to communicate how they are feeling to adults. 'Proud walls' are used for pupils to share work they have done which makes them proud, which in turn develops their self-esteem and confidence.

Pupils behave well, showing each other dignity and respect. Peer mediators take their role very seriously and are well trained and fully committed to supporting other pupils who need it. Relationships in the school are well developed and strong, especially within the staff team. King William Street has a very caring staff team who get on very well. Staff wellbeing is seen as very important and everyone 'looks out for each other'. As a result of this, staff turnover is low and staff are very positive about the school. Their dedication and commitment to the pupils was evident during the pandemic, where staff delivered work to pupils at home during the lockdowns and checked in on families. Measures were taken to ensure the most vulnerable pupils were fully supported and invited into school where possible.

Pupils respond enthusiastically to collective worship. It is welcoming and the school community enjoy coming together in the school hall to worship and celebrate. Pupils are involved in collective worship with the 'Church Council' taking responsibility for lighting candles and leading prayers. They show potential and enthusiasm for greater involvement in the planning, leading and evaluating of collective worship. Themes always link to the school's Christian vision and associated values, and are rooted in theology. Opportunities for reflection and prayer are provided and the pupils respect these moments, remaining quiet and thoughtful.

The school is developing its approach to spiritual development within the curriculum with teachers planning opportunities for spiritual moments within themes. This is in the very early stages of its development but is beginning to have an impact on pupils' ability to reflect and consider 'big questions'. Staff recognise that there are also many unplanned opportunities for spiritual development. Each classroom has a class worship area where pupils reflect on the Christian value that is in focus, write prayers for the class prayer box, and consider 'big

questions'. These prayers are read out in whole school collective worship. Pupils can access quiet areas in the playgrounds to reflect and pray, although these areas are not always used for this.

Pupils have empathy for others and genuinely want to support each other. This is driven by the school's Christian values, especially compassion. The school regularly supports charities and raises money for good causes. For example, the school community recently organised a collection of over 50 boxes of supplies for Ukrainian refugees in Poland. Pupils in the 'Church Council' discuss which charities they would like to support and suggest ways to raise money. However, their role as courageous advocates needs further development.

Pupils enjoy religious education (RE). The RE Lead has received training from the Diocese of Bristol and has delivered training to other teachers in the school. Pupils' work is thoughtful and 'big questions' are considered and debated in Year 5 and 6. 'Understanding Christianity' is used as a resource and pupils also learn about other faiths. There is a good understanding of Christian festivals and pupils in Key Stage 2 were able to discuss the trinitarian nature of God and how this links to the school's Christian vision and logo. One pupil described the candle on the logo which 'lights the way to the future' and the school bell which 'reminds us of the school and how we learn from the past'. The third part of the logo, the cross, 'shows that we are a Church school'.

Contextual information about the school

Date of inspection	21 March 2022	URN	138479
Date of previous inspection	23 June 2015		
School status	Academy inspected as VC	NOR	195
Name of MAT/Federation	N/A		
Diocese / Methodist District	Bristol		
Headteacher	Margaret Clarke		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Matthew Fletcher	No.	C2003